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ABSTRACT

This curriculum guide for the language arts program is divided into four major sections. Section 1, Decoding, discusses such topics as visual discrimination, identifying colors, sight words, likenesses and differences, accent, compounds, contractions, possessives, abbreviations, syllables, hyphenated words, choral reading, correct phrasing, intonation, expression, diagrams, dictionaries, library skills, and reference books. Section 2, Critical Reading, discusses such topics as understanding the basic concept, main ideas, details, summarizing, paragraphs, headings, topic sentences, outlines, taking notes, comprehension, emotional reactions, problem solving, poetry, humor, fiction, literary models, plot structure, skimming, and proof reading. Section 3, Oral Communication, discusses dramatics, listening, speaking, interviewing, and telephoning. Section 4, Written Communication, discusses creative writing, expository writing, mechanics, handwriting, and spelling. Each topic is divided into three parts: concept, objective, and sample activity. (TS)

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Reading and Language Arts

Goals and Objectives

Revised Edition
August 1973

Community Consolidated School District 21
Wheeling, Illinois

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INTRODUCTION

As the Language Arts Study Group worked on goals and objectives it repeatedly came up with the concept that children should learn to love to read.

Children should also feel confident that they can express themselves correctly in writing. The importance of proofreading should be so evident to students that they will want to use this method. They will then be assured that their writing will be understood by others.

Our goals and objectives should help students accomplish these things.

The skills and concepts included in this guide lend themselves to individualization. The objectives are compiled by levels. Level 1 corresponds to kindergarten, Level 2 to the first half of first grade, Level 3 to the last half of first grade and the remaining levels 4-10 correspond to grades 2-8.

Objectives for a specific skill or concept are coded for the skill or concept and numbered in sequence. At any one level the numbers will show how many objectives have preceded those at that level.

Usually skills or concepts are listed where they are introduced. This does not mean they are not taught at later levels.

Extending beyond any level, and especially beyond Level 10, enrichment activities might stem from the interest of students and class rather than from a more advanced level. It is hoped that some students, who can work independently, can be given more responsibility for their own learning as a result of these objectives.

Language Arts exists only as communication, therefore we hope these objectives will be accomplished, when possible, through other subject disciplines.

LANGUAGE ARTS SCOPE AND SEQUENCE CHART

CODE	SKILLS & CONCEPTS	LEVELS									
		1	2	3	4	5	6	7	8	9	10
	DECODING (Green)										
	Visual Discrimination										
R.A	Recognize letters of the alphabet	1	1								
I.C.	Identify colors	2	2								
S.W.	Sight words	2		1							
L.D.	Likenesses and differences	4									
	Auditory Discrimination										
L.S.	Letter-sound association	3	5	6	4						
A.	Accent					4	1	2	1		
	Structural Analysis										
Comp.	Compounds			3	2	1	1				
Cont.	Contractions			3	3	2	3				
In.	Inflected and derived forms		3	6	10	9	9	3	3	10	
Pos.	Possessives		1	1	1	2	2	1	1		
Ab.	Abbreviations				1		2	1			
Syl.	Syllables				1	2	2				
U.	Usage				1	2	3	7		3	
H.S.	Hist. & Sc. of the language (Reg. diff.)						1	3	2	22	4
Hy.	Hyphenated words							1			
O.	Origin of words							2	2		
	Oral Fluency										
Ch.	Choral reading				1						
Ph.	Correct phrasing		2	1							
Int.	Intonation			1	1	1					
Ex.	Expression									1	
	Study Skills										
Bib.	Diagrams, bibliographies, etc.							2	1		
L.R.	Left to right	2									
B.P.	Book parts			1			1	4	1		
Dic.	Dictionary	1	1	1	1	7	5	4	1	3	2
Lib.	Library Skills	1	1	1	1			2	2		
R.B.	Reference Books					3	1	6	1	1	
	CRITICAL READING (Pink)										
	Getting the Basic Concept										
M.I.	Main Idea	3	1	2	1	2	1		2	1	1
Det.	Details	1	1						1	1	
Sum.	Summarizing		1			1		1	2	1	
Par.	Recognizing paragraphs							2			
H.	Headings, titles, sub-titles						2				
Top.	Topic sentence					1	1		2		1
Ou.	Outline or chart form						1	1	3	1	1
M.S.	Using multiple sources		1		1		1			1	1
N.	Taking notes						1	1			

LANGUAGE ARTS SCOPE AND SEQUENCE CHART

CODE	SKILLS & CONCEPTS	LEVELS 1	2	3	4	5	6	7	8	9	10
	CRITICAL READING - continued										
		1	2	2	3	5		3	5	1	
C.	Context										
	Interpretation				1	1	1	1	1	1	
Compr.	Comprehension	5	2		2	6	6	2	5	3	4
P.R.	Perceiving relationships	1		1	1	3	3	3	4		
E.M.	Sensing emotional reactions	2			1	1			1	1	
F.O.	Fact-opinion; fact-fiction		1		2				3		
Soc.	Social forces influencing character			1			1	3	2	2	3
Ev.	Evaluation of different viewpoints				1	1	1		1	1	
P.S.	Problem solving										
		4	4	2	3	5	1	1	3	1	1
Se.	Sequence										
	Elements of Style								1	1	
P. Ps.	Poetry and Prose Study					4	3	1	1	2	
L.M.	Literary models						1	1		1	
Hu.	Humor	2	1		2	1	1	1	3		1
F.L.	Figurative lang. - Sensory images					1			1		
A.P.	Author's purpose						1				
F.C.	Fiction						1		2	3	2
Plot.	Plot structure										
		1	2	2	2	2	3	3	9		
Cl.	Classification										
	Purposeful Reading		1	1	1	1	1		1	2	
I.A.	Inquiring attitude				1		1		1		
Sk.	Skimming						1	1		1	
R.R.	Rate										
Proof.	Proof Reading										
	ORAL COMMUNICATION (Yellow)										
		1	1	1	1	2	1	1	2	1	1
Dr.	Dramatics										
		4	4		4	1	1	2	2	3	1
Li.	Listening										
		11	4	4	2	6	5	2	2	1	2
Sp.	Speaking				1	1	1	1	1	2	1
Inter.	Interviewing				1						
Tel.	Telephoning										
	WRITTEN COMMUNICATION (Blue)										
			1	4	4	9	9	8	10	6	10
C.W.	Creative Writing			2	2	2	2	5	1	3	4
Exp.	Expository Writing	1	1	4	6	4	3	6	11	15	18
Me.	Mechanics	3	7	2	2	3	1	1	1	1	1
Ha.	Handwriting			4	4	3	5	5	5	5	5
Sp.	Spelling										

LEVEL 1 - SCOPE AND SEQUENCE CHART

SKILLS AND CONCEPTS

DECODING (Green Pages)

Visual Discrimination, page 3-4

R.A.	(1)	Recognize letters of alphabet
I.C.	(1)	Identify colors
I.C.	(2)	
S.W.	(1)	Sight words
S.W.	(2)	
L.D.	(1)	Likenesses & differences
L.D.	(2)	
L.D.	(3)	
L.D.	(4)	

Auditory Discrimination, page 5

L.S.	(1)	Letter-sound association
L.S.	(2)	
L.S.	(3)	

Study Skills, page 6

L.R.	(1)	Left to Right
L.R.	(2)	
Dic.	(1)	Dictionary
Lib.	(1)	Library Skills

CRITICAL READING (Pink Pages)

Getting the Basic Concept, page 7

M.I.	(1)	Main Idea
M.I.	(2)	
M.I.	(3)	
Det.	(1)	Details

Context, page 8

C.	(1)	

Interpretation, page 9-10

P.R.	(1)	Perceiving Relations
P.R.	(2)	
P.R.	(3)	
P.R.	(4)	
P.R.	(5)	
Em.	(1)	Sensing Emotional Reactions
F.O.	(1)	Fact-opinion

Sequence, page 11

Se.	(1)	
Se.	(2)	
Se.	(3)	
Se.	(4)	

Skills and Concepts, continued - Level 1

Elements of Style, page 12

F.L. (1) Figurative Lang. - Sensory Images
F.L. (2)

Classification, page 13

Cl. (1)

ORAL COMMUNICATION (Yellow Pages)

Dramatics, page 15

Dr. (1)

Listening, page 16

Li. (1)
Li. (2)
Li. (3)
Li. (4)

Speaking, page 17-18

Sp. (1)
Sp. (2)
Sp. (3)
Sp. (4)
Sp. (5)
Sp. (6)
Sp. (7)
Sp. (8)
Sp. (9)
Sp. (10)
Sp. (11)

WRITTEN COMMUNICATION (Blue Pages)

Mechanics, page 19

Me. (1)

Handwriting, page 20

Ha. (1)
Ha. (2)
Ha. (3)

VISUAL DISCRIMINATION

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Recognizing Alphabet 1 R.A. (1)	Given alphabet cards, the student will supply the proper letter name when the cards are in or out of order.	
Identifying Colors 1 I.C. (1)	Given eight color cards and eight color tokens of the same colors as the cards, the student will match the cards with the tokens.	
1 I.C. (2)	Given cards of the eight major colors, the student will name the colors orally.	
Sight Words 1 S.W. (1)	Given several names written on the chalk board, the student will find his own name and circle it with chalk.	
1 S.W. (2)	After associating specific colors with their names, the student will orally identify the name without the color.	
Likenesses and Differences 1 L.D. (1)	Given a group of picture cards, some alike, some different, the student will state what makes some alike and what makes others different.	

VISUAL DISCRIMINATION

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
1 L.D. (2)	Given a picture with different objects, the student will compare likenesses and differences between the objects by identifying them.	
1 L.D. (3)	Given a work sheet with several names printed on it, the student will match each word to its duplicate by connecting them with an imaginary line drawn with his fingers.	
1 L.D. (4)	Given two words, the student will tell if they are alike at the beginning, middle or end, by circling the parts that are alike.	

AUDITORY DISCRIMINATION

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Letter-sound Association		
1 L.S. (1)	Student will repeat after teacher, the letter sound.	Given a letter of the alphabet presented orally and visually, the student will outline it in the air with his finger and repeat it orally. Given a letter written on the board, the student will recite the name of the letter.
1 L.S. (2)	Student will find other words starting with the consonant sound presented by the teacher.	While listening to a tape or record of sounds, the student will indicate the sound he hears by pointing to the picture of the object that produces the sound. Having a poem presented orally, the student will clap when he hears a specific sound in the poem and tell in which word he hears that sound. Given a picture card, the student will respond by holding up his hand when his letter or sound is called out. Given the list of children's names orally, the student will stand with others whose names begin with the same sound. Given a letter of the alphabet, the student will find magazine pictures beginning with the sound and say the name of the picture stressing that sound. Given a worksheet with several pictures, the student will recite which pictures begin with the same consonant sound.
1 L.S. (3)	Student will identify ending sounds that are alike.	Having heard a poetry selection or a song, the student will recite the words that rhyme. Given several picture cards, the student will match those that rhyme by drawing an imaginary line with his fingers. Given a sheet containing several pictures, the student will identify each picture and tell which words end alike.

STUDY SKILLS

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Left to Right		
1 L.R. (1)	Given a page of picture stories, the student will trace with his finger the progression of left to right and top to bottom.	
1 L.R. (2)	The student will point out the beginning and ending letters in a word using left to right skills.	
Using the dictionary		
1 Dic. (1)	Using the pictures drawn or from magazines, the student will contribute to a class picture dictionary.	
Library		
1 Lib. (1)	Using the school library, the student will select picture books.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Main Idea		
1 M.I. (1)	Given a picture story by the teacher, the child will explain the main idea and give details to support it.	
1 M.I. (2)	Given a story, the student will draw from memory pictorial representations of its content as directed.	
1 M.I. (3)	Given the opportunity to share his experiences, the child will tell of something important to him.	
Details		
1 Det. (1)	Given a picture missing an obvious detail, or containing an absurdity, the student will identify that detail orally (i.e. a picture of a bear missing one arm).	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
1 C. (1)	Given an oral sentence by the teacher with one word omitted, the student will supply several possible answers that complete the sentence.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Perceiving Relationships		
1 P.R. (1)	Given a large picture story card, the student will tell what is happening in the story and why.	
1 P.R. (2)	Given several pictures, each illustrating the usage of a single sense, the student will identify the sense portrayed in each one.	
1 P.R. (3)	Having heard part of a story, the student will suggest a possible outcome.	
1 P.R. (4)	Given several picture cards, the student will orally construct a sentence by using them.	
1 P.R. (5)	Given a short story and a list of how and why questions based on its content, the student will infer and state the answer to each one.	
Sensing Emotional Reactions		
1 E.M. (1)	Given a picture, the student will identify different emotions and moods observing the facial expressions of characters.	
Fact and Opinion		
1 F.O. (1)	Given a story, the student will, at the conclusion, state whether the story is real or make believe, and give reasons for his choice.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITI
Fact and Opinion 1 F.O. (2)	Given a story the teacher has read, the student will decide with reasons, if what went on in the story was right or wrong, foolish or smart.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sequence		
1 Se. (1)	Given a series of three pictures, a student will arrange them in proper sequence.	
1 Se. (2)	Given a story either in pictures or presented orally, the student will repeat it in proper sequence.	
1 Se. (3)	Given a worksheet, explained by the teacher, the student will follow directions in sequence.	
1 Se. (4)	Given a story by the teacher, the student will dramatize the story with the events in sequence.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Figurative Language		
1 F.L. (1)	Given a picture, the student will discuss possible temperature, sound, or other sensory images one might experience if one were in the scene.	
1 F.L. (2)	Given a list of words such as: white, big, and good, the student will answer with the opposite of each such as black, small, and bad.	

CLASSIFICATION

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Classification 1 C.L. (1)	Given a number of single pictures, the student will categorize them according to different criteria, (animals, color, people, opposites, synonyms)	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics 1 Dr. (1)	After hearing a selected story, the student will use a puppet to retell the story.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Listening		
1 Li. (1)	Given the opportunity to hear a story, the student will listen to the story and talk about it.	After hearing a story, the student can show he paid attention by answering questions about the story.
1 Li. (2)	After listening to the Pledge of Allegiance in phrases, the student will recite it by rote.	
1 Li. (3)	The student will use good listening habits by following oral directions.	Hearing oral directions such as, "Put your name on the paper", the student should show he's listening by following the directions. Later, multiple directions can be used.
1 Li. (4)	Given a tape or record of sounds, the student will indicate that the sounds he hears he recognizes by pointing to the picture of the object from which that sound comes.	Upon hearing a record of animal sounds, the student can show recognition by holding the picture of the animal that makes the sound.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking		
1 Sp. (1)	The student will recite his name completely not confusing his nick name with his whole name.	The student whould know his given name such as William or Debra as opposed to the shortened nick name.
1 Sp. (2)	Given a picture, the student will tell what is happening, using a full sentence.	Shown a picture of an owl sitting on a branch, the student should answer in a complete sentence, "An owl is sitting on a branch."
1 Sp. (3)	Given a topic to discuss, the student will participate in class discussion.	In circle, students are told they will have a chance to tell about anything they choose. They take turns.
1 Sp. (4)	Given a sentence with two words that rhyme, the student will recite the words that rhyme.	The fat pig liked to dig in the mud. The student should recognize dig and pig.
1 Sp. (5)	Given directions to make up a wishful story, the student will tell the story using several sentences.	Tell the students that they are to think of something that they would really want if granted a wish. They also have to tell why they feel this way. This will have them using several sentences.
1 Sp. (6)	Given the opportunity to share his ideas, the student will speak in front of others.	Each student allowed time during show and tell time will get up and share orally something that has happened to him or he could explain something he has brought to school.
1 Sp. (7)	Having been told how a sentence is made up, the student will recite a sentence in answer to who, how, what or where.	Teacher: Who crossed the bridge? Student: (in a complete sentence) The Big Billy Goat Gruff crossed the bridge.
1 Sp. (8)	Given a previously identified object without seeing it, the student will use one descriptive adjective to describe the object.	Previously shown a ball, the student will describe its shape and/or color.

SPEAKING

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
1 Sp. (9)	Given a card from the Peabody Language Kit, the student will tell two things about an object on the card.	
1 Sp. (10)	Given the opportunity to speak, the student will recite a nursery rhyme.	
1 Sp. (11)	Given non-human beings, or in-animate objects such as household items, the student will give oral and silent clues to the identification.	A game can be played. One child can pick something in the room then give a clue to what it is to the other children. More clues can be given if necessary.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics 1 Me. (1)	Given the form for writing a name, the student should write his name starting with an upper case letter.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting		
1 Ha. (1)	Given instructions, the student will print his name using the proper case letters.	
1 Ha. (2)	Given samples and instructions, the student will print the letters of the alphabet used in his name.	
1 Ha. (3)	Given instructions, the student will write numerals one through ten.	

LEVEL 2 - SCOPE AND SEQUENCE CHART

SKILLS AND CONCEPTS

DECODING (Green Pages)

Visual Discrimination, page 23

R.A.	(2)	Recognize letters of alphabet
I.C.	(3)	Identify colors
I.C.	(4)	

Auditory Discrimination, page 24

L.S.	(4)	Letter-sound association
L.S.	(5)	
L.S.	(6)	
L.S.	(7)	
L.S.	(8)	

Structural Analysis, page 25

In.	(1)	Inflected and derived forms
In.	(2)	
Pos.	(1)	Possessives

Oral Fluency, page 26

Ph.	(1)	Correct phrasing
Ph.	(2)	

Study Skills, page 27

Dic.	(2)	Dictionary
Lib.	(2)	Library Skills

CRITICAL READING (Pink Pages)

Getting the Basic Concept, page 28

M.I.	(4)	Main Idea
Det.	(2)	Details
Sum.	(1)	Summarizing
M.S.	(1)	Using multiple sources

Context, page 30

C.	(2)	
C.	(3)	

Interpretation, page 31

Compr.	(1)	Comprehensions
Compr.	(2)	
P.R.	(6)	Perceiving Relationships
P.R.	(7)	
Soc.	(1)	Social forces influencing character

Skills and Concepts, continued - Level 2

Sequence, page 32

Se. (5)
Se. (6)
Se. (7)
Se. (8)

Elements of Style, page 33

F.L. (3) Figurative lang. - Sensory images

Classification, page 34

Cl. (2)
Cl. (3)

Purposeful Reading, page 35

I.A. (1) Inquiring Attitude

ORAL COMMUNICATION (Yellow Pages

Dramatics, page 37

Dr. (2)

Listening, page 38

Li. (5)
Li. (6)
Li. (7)
Li. (8)

Speaking, page 39

Sp. (12)
Sp. (13)
Sp. (14)
Sp. (15)

WRITTEN COMMUNICATION (Blue Pages)

Creative Writing, page 41

C.W. (1)

Mechanics, page 42

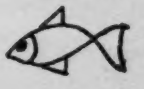
Me. (2)

Handwriting, page 43

Ha. (4)
Ha. (5)
Ha. (6)
Ha. (7)
Ha. (8)
Ha. (9)
Ha. (10)

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Recognizing Alphabet 2 R.A. (2)	Given a series of flash cards with letters of the alphabet out of order, the student will identify and recite the letters.	
Identifying Colors 2 I.C. (3)	Given a flannel board, the student will match color objects to a given color word.	
2 I.C. (4)	Given one column of color words and a column of visible colored objects, a student will match them by drawing a line between them.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Letter-sound association		
2 L.S. (4)	The student will identify orally, beginning consonant sounds.	Given a picture, the student will tell the beginning sound orally.
2 L.S. (5)	The student will identify final consonant sounds.	Given three words orally, the student will recite the two that rhyme. Given four or more pictures, the student will group the three that end with the same final consonant sound. Given an assortment of six pictures, a student will select a rhyming pair. Given a worksheet with pictures, a student will write the final consonant next to each picture.
2 L.S. (6)	Given a sound orally, the student will write the letter associated with the sound.	Using a peg board with pictures and letters, a student will match a picture with its beginning letter. Given a picture, the student will write the letter associated with the sound that begins the word naming the picture.
2 L.S. (7)	Given a word, the student will substitute beginning consonants in order to make new words.	Given two pictures with the name of the first one under it, the student will change the initial consonant in order to write the second rhyming word.
2 L.S. (8)	The student will verbalize the consonant digraphs, (th,sh,ch,wh) and tell the letters associated with those sounds.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inflected and derived forms		
2 In. (1)	Given a root, the student will make a new word with one of the endings, (s, ed, ing).	
2 In. (2)	Given a group of words containing a specific variety of suffixes, the student will find the suffix in each word. The suffixes to be included are: s, ed, ing.	
2 In. (3)	Given a sentence missing one word with a choice of two words, one word with the suffix s and the other the root, the student will identify which word best completes the sentence.	Spot _____ to jump. want wants
Possessives		
2 Pos. (1)	Given an incomplete sentence and a picture of a story character, the student will choose between the character's name and the possessive of that character's name to finish the sentence correctly.	 The_____fin was silver. fish fish's

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Phrasing		
2 Ph. (1)	Given stories from life and/or the media, the student will retell the story.	
2 Ph. (2)	Given a pre-primer or primer, the student will read orally, distinctly and fluently phrasing the dialog the way the story character said it.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dictionary 2 Dic. (2)	Using a picture dictionary, the student will classify words according to their meanings by using pictures of words.	Using paper labeled in three columns--animal, people, thing, -- the student will place pictures they have drawn under the correct label.
Library 2 Lib. (2)	Using the library, the student will select books.	

GETTING THE BASIC CONCEPT

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Main Ideas 2 N.I. (4)	Given an idea or being allowed to select one of his own, the child will complete a sentence in writing.	
Details 2 Det. (2)	Having heard a story, the child will answer questions about the main idea and details which support it.	
Summarize 2 Sum. (1)	Having heard a story, the student will give a brief oral summary.	
Using Multiple Sources 2 M.S. (1)	Having read several stories, the child will find and tell of a similar incident or character with the same problem in one or more of those stories.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
2 C. (2)	Given an oral sentence by the teacher including the beginning sound of a missing word, the student will suggest possible answers to complete the sentence.	
2 C. (3)	Given a selection with a proper noun and one or more referrents (pronouns), the student will use context clues to identify the pronouns that have the same referrent.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Perceiving Relationships		
2 P.R. (6)	Given an illustration and several words, some of which are distractors, the student will select those words which describe the picture.	
2 P.R. (7)	After studying a picture or pictures or hearing a story, the student will state implied ideas.	
Social Forces Influencing Character		
2 Soc. (1)	Having heard a story, the student will evaluate orally, the kind of character or characters in the story.	

SEQUENCE

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sequence		
2 Se. (5)	Having a part of a story read to him, the student will suggest a possible outcome of the story.	
2 Se. (6)	Given an experience story and given sentences from that story out of sequence, the student will rearrange the sentences in proper order.	
2 Se. (7)	In order to learn the days of the week in sequence, the student will place letters to represent days in the proper place on the calendar.	
2 Se. (8)	Given oral directions in two stages, the student will perform the given task.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Figurative Language 2 F.L. (3)	Given a picture from any academic discipline, the student will discuss possible temperature, sound, taste, or other sensory images one might experience if one were in the scene.	

CLASSIFICATION

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Classification		
2 Cl. (2)	Given two pictures with opposite impressions, the student will select the impression asked for by the teacher.	Which picture shows Mother is angry?
2 Cl. (3)	Given a series of pictures, the student will match opposites by drawing a line between them.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inquiring Attitude 2 I.A. (1)	Given help by the librarian, the student will select supplementary material to read.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics 2 Dr. (2)	Given a well-known story or real life situation, the student will assume character roles.	Having heard a story such as: The Three Billy Goats Gruff, the children can act out the different roles.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Listening		
2 Li. (5)	Given a direction orally, the student will listen and follow the direction.	After being presented with a direction such as: "Put your name in the upper right hand corner of your paper", the student should follow through. Multiple directions can be worked in later.
2 Li. (6)	Given dictated directions by the teacher on how to draw something, the student will draw the object.	
2 Li. (7)	Using the Language Master, the student will listen to, see, and recite the words given.	Language Masters should be available in your Learning Center or through the L.D. teacher.
2 Li. (8)	Listening to records or tapes, the student will distinguish certain given sounds or words by answering questions.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking		
2 Sp. (12)	Given the opportunity, the student will express himself orally during sharing time.	During weekly sharing time, all children should have the opportunity to share with the rest of the class, something he has brought or an experience he has had.
2 Sp. (13)	Having heard a story in the present tense, the student will retell the story in the past tense or vice versa	After hearing a story such as: Goldilocks and The Three Bears, the student should be able to tell the story as if it is happening now.
2 Sp. (14)	Given the opportunity to dictate to the teacher, specific directions for drawing, the student will dictate and correct the teacher, as she draws.	
2 Sp. (15)	Given an imaginary situation, the student will describe it from various viewpoints.	Two boys are playing on a lake pier and one accidentally falls in the water. Tell the situation from the point of view of each boy and from the point of view of the mother of the boy who fell in.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Creative Writing 2 C.W. (1)	Using words from a picture dictionary, the student will write a complete thought in sentence form.	An illustration can accompany the sentence.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics 2 Me. (2)	Given a sentence to write, the child will be instructed to start with a capital letter.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting		
2 Ha. (4)	The student will sit in a comfortable upright position with both arms on the desk for good handwriting.	
2 Ha. (5)	Given a pencil, the student will hold it with a comfortable grasp for writing.	
2 Ha. (6)	Given primary writing paper, the student will use the guide lines on the paper for writing upper and lower case letters.	
2 Ha. (7)	Given the proper pattern for writing, the student will form straight sticks, the slanted sticks, circles, and tail letters.	All letters are formed by going from top to bottom, the circle letters are formed in a counter-clockwise motion. Tail letters are the only letters that go below the base line.
2 Ha. (8)	Given samples and instructions, the student will print all of the letters of the alphabet. (upper and lower case)	
2 Ha. (9)	Given his own name to write, the student will write it capitalizing the first letter.	
2 Ha. (10)	Given the proper patterns for spacing of words and letters, the student will write, spacing properly.	In the early stages of writing, it might be suggested that the child put a space of two fingers between words. Later it can be reduced to one finger when they can visualize the spacing better.

Skill and Concepts, continued - Level 3

Interpretation, page 57

Em. (2) Sensing emotional reactions
Ev. (1) Evaluation of different viewpoints

Sequence, page 58

Se. (9)
Se. (10)

Classification, page 59

Cl. (4)
Cl. (5)

Purposeful Reading, page 60

I.A. (2) Inquiring attitude

ORAL COMMUNICATION (Yellow pages)

Dramatics, page 61

Dr. (3)

Speaking, page 62

Sp. (16)
Sp. (17)
Sp. (18)
Sp. (19)

WRITTEN COMMUNICATION (Blue pages)

Creative Writing, page 63

C.W. (2)
C.W. (3)
C.W. (4)
C.W. (5)

Expository Writing, page 64

Exp. (1)
Exp. (2)

Mechanics, page 65

Me. (3)
Me. (4)
Me. (5)
Me. (6)

Handwriting, page 66

Ha. (11)
Ha. (12)

Skill and Concepts, continued - Level 3

Spelling, page 67

Sp. (1)
Sp. (2)
Sp. (3)
Sp. (4)

Appendix, page 68-A thru J

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sight Words 3 S.W. (1)	Using the flannel board and a given reference in the room, a student will match a number word with the correct number of objects.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Letter-sound association		
3 L.S. (9)	The student will identify the letter associated with the consonant sound heard at the beginning of a word.	When given a worksheet with pictures that have a choice of three letters under each, a student will discriminate between the sounds and circle the letter he hears at the beginning in each picture.
3 L.S. (10)	The student will identify the letter associated with the consonant sound heard at the beginning, middle or end of a word.	Given a word orally and a letter to work with, the student will tell if it is in the beginning, middle or end of the word.
3 L.S. (11)	The student will identify the consonant blend heard at the beginning of words.	Using a pegboard with two blends at the top, the student when given six picture cards will discriminate between the sounds and place the picture cards under the proper blend. Given three words orally, the student will recite the two with the same blend sound.
3 L.S. (12)	The student will recite the short vowel sounds when presented orally.	Given a word orally with a short vowel sound, the student will identify and recite the sound.
3 L.S. (13)	The student will combine context and letter-sound association to identify a new word.	Given a new word on the board and a context clue, a student will use his beginning and ending consonant sound skills to identify the word.
3 L.S. (14)	The student will identify the letters associated with both consonants and vowels and write words.	Using their phonetic skills when given a picture, such as cat, the student will write the word phonetically. (The way it sounds to him.) Given four new word cards, the student will identify the word given orally.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Compounds		
3 Comp. (1)	Given two pictures, the student will put the words naming the pictures, together to form a compound word.	
3 Comp. (2)	Given compound words the student will draw a line between the two words used to form the compound.	
3 Comp. (3)	Given an unfinished sentence missing a compound word, the student will pick from three compound words the one which will complete the sentence correctly.	
Contractions		
3 Cont. (1)	Given a contraction in a sentence, the student will select from a list the words which make up that contraction.	
3 Cont. (2)	Given a sentence with a contraction, the student will underline the contraction and rewrite the sentence replacing the contraction with the correct words.	He isn't here. He is not here.
Inflected and derived forms		
3 In. (4)	Given a sentence missing a word, either singular or plural and given two choices (i.e. dolls, doll), the student will circle the one that fits into the sentence.	There is a row of _____ in the garden. flower flowers

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
3 In. (5)	Given a group of words containing a specific variety of suffixes, the student will find the suffix in each word. The suffixes to be included are: s, ed, ing, er.	
3 In. (6)	Presented with a singular noun on the card holder, the student will place the "s" letter card at the end of the word to make the word mean more than one.	
3 In. (7)	Given a set of singular nouns whose plurals are formed by adding s or es, the student will write their plurals.	
3 In. (8)	Given a verb in the present tense, the student will add "ed" to make the verb show the past tense.	
3 In. (9)	Given a root word, the student will make a new word with "er" or "est" suffixes.	
Possession		
3 Pos. (2)	Given phrases in pairs, one of which shows possession, the student will identify the phrases containing possession.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Phrasing 3 Ph. (3)	Given a story to read, the student will read orally, distinctly and fluently, phrasing the sentences so that they make sense.	
Intonation 3 Int. (1)	Given different kinds of sentences, the student will read them orally showing proper intonation.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Books Parts 3 B.P. (1)	Using the table of contents in a book, the student will find a before-mentioned story title.	
Dictionary 3 Dic. (3)	Using a picture dictionary, the student will classify words according to their meanings by writing the words.	Using paper divided into thirds, the student will write the sample words under the proper category. Categories: animal, people, thing. Sample words: worm, plate, mittens, cowboy, king, flag, lion
Library Skills 3 Lib. (3)	Given a group of books the teacher has selected or restricted, the student will read using his word attack skills.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Main Idea		
3 M.I. (5)	Given a picture with a list of sentences, the student will select the sentence which best describes tne illustration.	
3 M.I. (6)	Having read a story, the child will select from several titles the proper one.	
3 M.I. (7)	Given an idea or being allowed to select one of his own, the child will write creatively.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
3 C. (4)	Given a word with more than one meaning and several sentences with this word (two of which have the same meaning), the student will identify those sentences.	
3 C. (5)	Given a word new to the student in a familiar context, the student will infer the meaning of the word.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sensing Emotional Reactions 3 Em. (2)	After reading a story, the student will tell how a character or characters felt.	
Evaluation of Different Viewpoints 3 Ev. (1)	Given two pictured examples of a character's behavior in a given situation, one reasonable and the other unreasonable, the student will underline the picture which shows the character's reasonable behavior.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sequence		
3 Se. (9)	Having read a short, unfinished story, the student will select or underline one of several sentences which tell of a possible outcome.	
3 Se. (10)	Given worksheets and oral directions, the student will complete the worksheets by following the directions in sequence.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Classification		
3 Cl. (4)	Given a number of single words, the student will categorize them according to people, places or things.	
3 Cl. (5)	Given two headings and a list of items, the student will classify each one under its proper categorical heading.	

PURPOSEFUL READING

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inquiring Attitude 3 I.A. (2)	After receiving help from the teacher or librarian (if necessary), the student will select a book to read and share with others.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics 3 Dr. (3)	Given a problem to solve, the student will use creative dramatics to demonstrate the solution.	Demonstrate how a monkey would open a sealed box. To use dialogue you could demonstrate a child opening a gift that he especially wanted.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking		
3 Sp. (16)	Given a new vocabulary word, the student will write a sentence using the word or use it in oral communication.	
3 Sp. (17)	Having acted out a character role, the student will tell how he felt.	Having taken the part of the troll in The Three Billy Goats Gruff, the student can express how the character felt in different parts of the story.
3 Sp. (18)	Given an oral declarative sentence, the student will respond with the same sentence in the interrogative form or vice versa.	
3 Sp. (19)	Given a topic of his own interest, the student will give an oral report and lead the discussion following	

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CREATIVE WRITING

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Creative Writing		
3 C.W. (2)	Using words from a picture dictionary, the student will write a three sentence story.	
3 C.W. (3)	Given words familiar to him, the student will unscramble them to make sentences.	
3 C.W. (4)	Given an unfinished story, the student will write his own ending.	
3 C.W. (5)	Given the opportunity and freedom to create, the student will write his own story.	Refer to Creative Writing Starters in appendix.

EXPOSITORY WRITING

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Expository Writing		
3 Exp. (1)	Given a simple, personal letter form, the student will compose a simple letter.	
3 Exp. (2)	Given a sample thank-you note form, the student will compose a simple thank-you letter.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics		
3 Me. (3)	Given a sentence, the student should know where to include a capital letter and the reason for doing so.	Beginning of sentences. Proper names. Letter I.
3 Me. (4)	Given a sentence missing punctuation at the end, the student will punctuate the sentence using a period or a question mark and know the difference between them.	
3 Me. (5)	Given a sentence written incorrectly on the board by the teacher, the student will write the sentence with correct punctuation and capitalization.	
3 Me. (6)	Given sentences to copy from the board, the student will copy without splitting words at the end of a line.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting		
3 Ha. (11)	Given a sentence to write containing all lower case letters, the student will write it supplying needed upper case letters.	
3 Ha. (12)	Given standards of neatness, the student will attempt to develop habits of neatness.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Spelling		
3 Spell. (1)	Given a list of frequently used words, the student will study and spell correctly when tested.	
3 Spell. (2)	Given a list of frequently used words, the student will write them correctly in daily work.	
3 Spell. (3)	Having misspelled a word, from a previously used word list, in his daily work, the student will add it to his current list.	
3 Spell. (4)	Given the need for spelling an extra or unusual word, in creative writing or other subject areas, the student will either look the word up or seek help from the teacher and add it to his current list.	

Creative Writing for Kids

When nobody wants to play with me, I ...

I wish that ...

School is not so good when ...

Boy, was I scared when ...

Kids are not allowed to stick out their tongue because ...

We need mothers to ...

I can be as quiet as ...

If I were a dish rag, ice cube, etc. ...

If my nose grew real long, I would ...

I feel very sad inside when ...

My mom thinks I am a show off when ...

On upside down days ...

Some big people are crabby because ...

If I had five dollars, I would ...

Why We Need Mothers

to tac me in at nhieht

to teach me to walk and talk

to blo up my blon

to red my paprs

to help me tell time

to get me some shoos so I cat get glas in my feet

to put a ref ovr my had

to kiss me wain I go to school

to tehkl me

to be thar when I fall down

to coc me hot food when it is cod

to fid simthen wan I lis smthen

to loet me paly with my gufad

to mack me better when I am sick

to let me go to the fun fir

to take carov babes

to kep me appi

to kep kar aif ais

to bandl me up

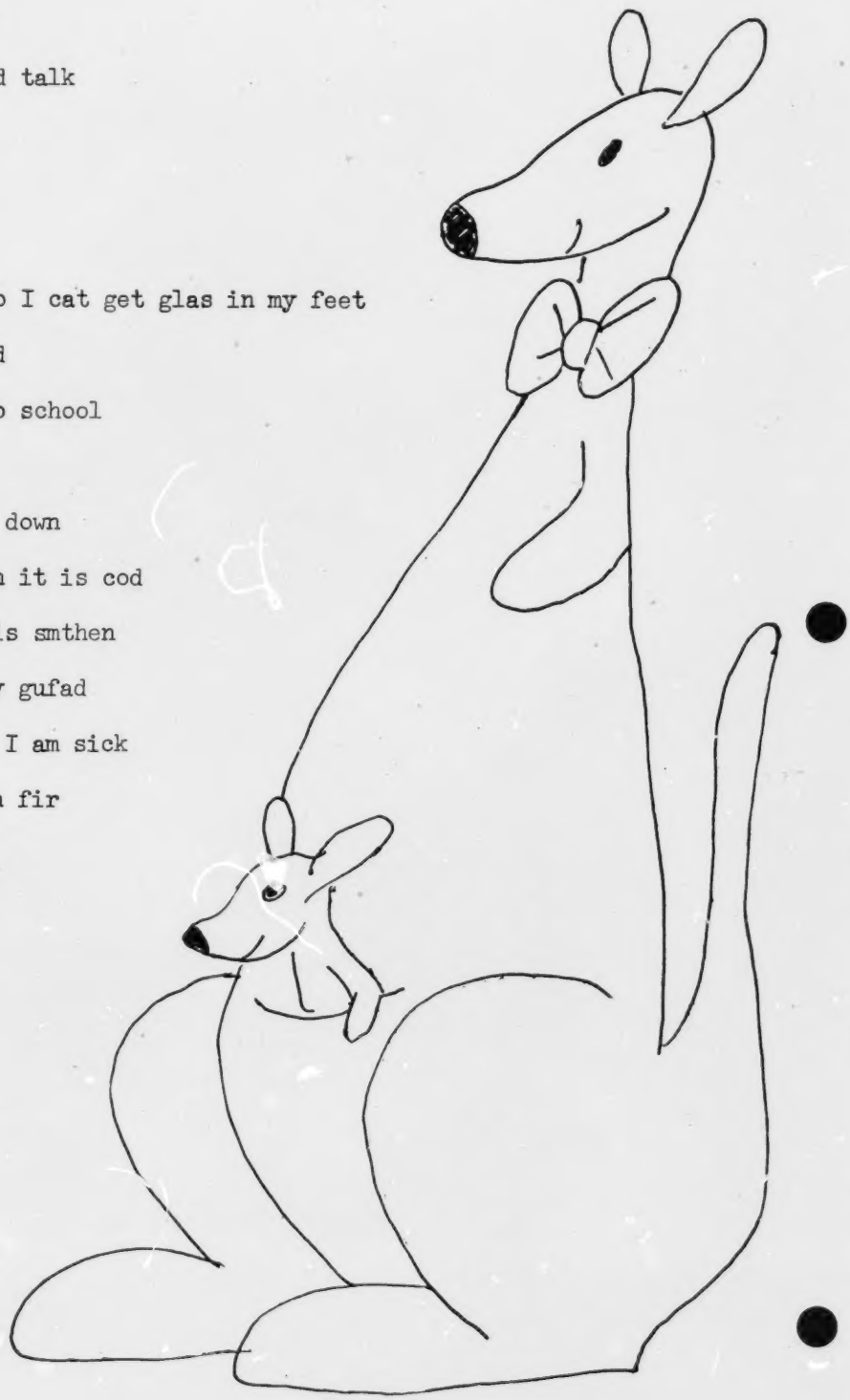
to ceepus werm

to com my hr

to mack mane

to wirch TV

to love me



Little People have BIG PROBLEMS

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Misery is when my brthrs pill my tady bar's had of.

Misery is when you haws looks like it came fram the jac yid.

Misery is when my brather fits with me and I hafe to panch him in the moth.

Misery is when you don't like school fur a long time.

Misery is when yre mom yels at you.

Misery is when you have a ascrm can and it fals of your stic.

Misery is when I spend ol my mone on six boxses ov cande that was bad.

Misery is when yuor fraed drops yuor latnaen baegs on the greand.

Misery is when my mom sais you can't have igne mar cande.

Misery is when I dunt get my trans. Then I get mad when Tommy bugs me for them. He macs me mad.

Misery is when you wher a baby and had dirpasch.

Misery is when mi dad spacs me.

Misery is when you have to drink your meddsn.

Misery is wehn you can't go out for recsse on a hot sunny day.

Misery is when your sestras whot stop dackineg you in the whdr.

Misery is when my mom halrat me.

Misery is when my skats fall off and when the key is lost.

Misery is when my dog bytes my playne up.

Misery is when my rabbits want away becus they had babys. Two died so we had to bren them to the stor.

Misery is when ...

It is (is not) fun to read because ...

I want to be big enough to ...

Suppose ...

We have belly buttons because ...

If I could be any animal ...

My problem is ...

When I lost my first tooth, I ...

I cry when ...

Sometimes I hate being little because ...

I can never remember ...

My dad is proud of me when ...

I would (would not) like to live in a shoe because ...

Kids ...

I get mad when ...

Hee Haw (staple a cartoon on their paper)

If I were the principal of this school, I would ...

Stars are so far away that ...

The tiniest thing I know is ... It is as big as ...

The most "fun thing" I ever did was ...

Some kids like to suck their thumb because ...

I sure was surprised when ...

I can hardly wait until ...

The bad thing about going barefoot is ...

If I got lost in the woods at night, I would ...

For additional ideas start with coloring book pages that suggests a title to you. Enlarge the picture on poster board, put a short caption under it and students will enjoy going to your book for writing starters.

My mom thinks I'm a show off when...

I can never remember to...

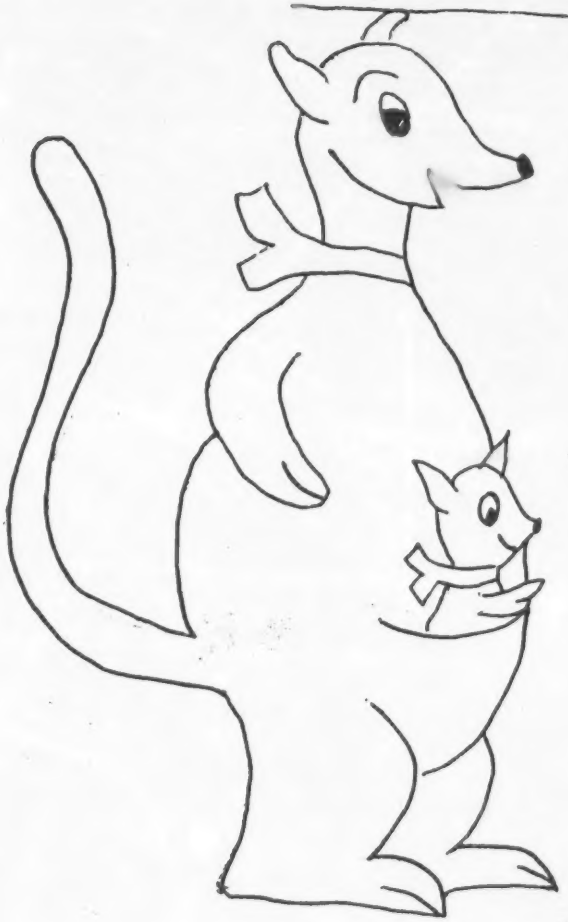
If my nose grew real long, I would...

I cry when...

I get mad when . . .

I feel very sad inside when . . .

I wish that ...



I need my mother to ...

I know I am in trouble when ...

Kids
are not allowed
to stick out
their tongues
because ...

LEVEL 4 - SCOPE & SEQUENCE CHART

SKILLS AND CONCEPTS

DECODING (Green pages)

Auditory Discrimination, page 73

L.S. (15) Letter-sound association
L.S. (16)
L.S. (17)
L.S. (18)

Structural Analysis, page 74 - 76

Comp. (4) Compounds
Comp. (5)
Cont. (3) Contractions
Cont. (4)
Cont. (5)
In. (9) Inflected and derived forms
In. (10)
In. (11)
In. (12)
In. (13)
In. (14)
In. (15)
In. (16)
In. (17)
In. (18)
Pos. (3) Possessives
Ab. (1) Abbreviations
Syl. (1) Syllables
U. (1) Usage

Oral Fluency, page 77

Ch. (1) Choral reading
Int. (2) Intonation

Study Skills, page 78

Dic. (4) Dictionary
Lib. (4) Library skills

CRITICAL READING (Pink pages)

Getting the Basic Concept, page 79

M.I. (8) Main idea
M.S. (2) Using multiple sources

Context, page 80

C. (6)
C. (7)
C. (8)

~~PT~~ 69 76

Skills and Concepts, continued - Level 4

Interpretation, page 81-82

Compr. (3) Comprehension
P.R. (8) Perceiving relationships
P.R. (9)
Em. (3) Sensing emotional reactions
F.O. (2) Faction-opinion
Soc. (2) Social forces influencing character
Soc. (3)
P.S. (1) Problem solving

Sequence, page 83

Se. (11)
Se. (12)
Se. (13)

Elements of Style, page 84

F.L. (4) Figurative Lang., - Sensory images
F.L. (5)

Classification, page 85

Cl. (6)
Cl. (7)

Purposeful Reading, page 86

I.A. (3) Inquiring attitude
Sk. (1) Skimming

ORAL COMMUNICATION (Yellow pages)

Dramatics, page 87

Dr. (4)

Listening, page 87

Li. (9)
Li. (10)
Li. (11)
Li. (12)

Speaking, page 89

Sp. (20)
Sp. (21)
Inter. (1) Interviewing
Tel. (1) Telephoning

Skills and Concepts, continued - Level 4

WRITTEN COMMUNICATION (Blue pages)

Creative Writing, page 91

C.W. (6)
C.W. (7)
C.W. (8)
C.W. (9)

Expository Writing, page 92

Exp. (3)
Exp. (4)

Mechanics, page 93

Me. (7)
Me. (8)
Me. (9)
Me. (10)
Me. (11)
Me. (12)

Handwriting, page 94

Ha. (13)
Ha. (14)

Spelling, page 95

Sp. (5)
Sp. (6)
Sp. (7)
Sp. (8)

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Letter-Sound Association		
4 L.S. (15)	The student will discriminate and give examples of words containing vowel sounds.	Given a new vowel sound orally, the student will repeat the sound and say a word that contains it. Given a vowel sound, a student will write a word containing that sound. Given a list of words containing a similar vowel sound, the student will identify the vowel sound orally. Given words with short vowel sounds, the student will state the vowel sound and also the visual clues to short vowel sounds. Given a list of words containing a vowel, the student will state whether the words have the long or short vowel sound. Given an oral word and vowel digraph to work with, the student will repeat the word and identify the vowel digraph. Given a written word containing a vowel digraph, the student will repeat the word and identify the vowel digraph.
4 L.S. (16)	Given a word orally containing a consonant that can have more than one sound, the student will identify the proper sound. (i.e. /k/ as in cat)	
4 L.S. (17)	Given an unknown word, the student will identify the word using phonetic clues.	
4 L.S. (18)	The student will identify silent letters in words.	Given a word with a silent consonant, the student will pronounce the word and identify the silent letter.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Compounds		
4 Comp. (4)	Given two lists of familiar words, the student will combine them to form compound words.	
4 Comp. (5)	Given a list of familiar words and a set of incomplete sentences, the student will form compound words from the list to complete sentences.	
Contractions		
4 Cont. (3)	Given two words (i.e. can not) the student will x out the letters not needed in the contraction.	
4 Cont. (4)	Given a list of contractions the student will pronounce each of the contractions and state the two base words from which it was built.	
4 Cont. (5)	Given a sentence with a contraction, the student will underline the contraction and rewrite the sentences replacing the contractions with the correct words.	Use: will, has, had, have
Inflected and derived forms		
4 In. (10)	Given a list of familiar root words to which beginnings or endings have been added, the student will identify the root word.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
4 In. (11)	Given a sentence missing a word and given the root and two possible inflected forms of that root word, the student will choose the correct form for the sentence.	I was_____home from school. walked walking walk
4 In. (12)	The student will identify word endings of inflected words appearing in a given sentence.	Underline the inflected ending. The pretty flowers are blooming.
4 In. (13)	Given a sentence missing one word with a choice of two words containing suffixes, (listed below) the student will identify which word best completes the sentence. (s,ed,ing) (y,ly) (er,est)	He's the_____snowman I've seen. fat fatter fattest
4 In. (14)	Given a list of singular nouns, the student will demonstrate his knowledge of plural rules by adding s or es.	
4 In. (15)	Given a singular noun ending in y and a pattern for the plural, the student will write its plural.	family - - families penny - - _____
4 In. (16)	Given a group of words containing a specific variety of suffixes, the student will find the suffix in each word. The suffixes to be included are: er, est, s, ly, ful, en, ish, ed, ing, er (of agent) and y.	
4 In. (17)	The child will demonstrate his ability to recognize the root word in inflected forms with suffixes such as (un, en, ful, ish, er (of agent), by underlining the root word.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
4 In. (18)	Given a word and two suffixes, the student will select the suffix which forms a new word when connected to the one given.	hill y ly
4 In. (19)	Given a list of words containing the prefixes a and be with several distractors, the student will identify each prefix.	becalm after bedroom afloat begin becloud ajar above afoot
Possessives 4 Pos. (3)	The student will recognize an instance where possession is shown in a given sentence by adding an apostrophe where needed.	
Abbreviations 4 Ab. (1)	Given the following abbreviations, the student will say them. Mr. Dr. Mrs. Ms.	
Syllables 4 Syl. (1)	Given a set of words containing one or more vowels, but only one vowel sound, the student will identify the number of vowels and syllables in each word.	
Usage 4 Us. (1)	Given a sentence with missing verbs, and a list of verbs with their irregular past tense, the student will select the correct form.	Sample verbs: take, swing, wear, get, run, tell, sit, throw, catch, bring, buy, set

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Intonation 4 Int. (2)	Given different kinds of sentences, the student will read them using the proper intonation.	
Choral Reading 4 Ch. (1)	Given short selections of poetry, the student will join others in choral reading of those selections.	

STUDY SKILLS

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dictionary 4 Dic. (4)	Given a list of words, the student will use the dictionary to alphabetize those words in writing.	Given a sample list of words such as: like, helped, lucky, feel, small, boat, the student will use the dictionary to alphabetize these words.
Library Skills 4 Lib. (4)	Given the freedom to use the library, the student will select a book of his choice to read.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Main Idea 4 M,I. (8)	Having read a story, the student will select from several titles the proper one or suggest one of his own.	Read short news items to the children. Have them choose the most important statement of each news item.
Using Multiple Sources 4 M.S. (2)	After reading two given short stories, the student will write a sentence which describes one similarity between the stories.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
4 C. (6)	Given a word with more than one meaning and several sentences with this word, two of which have the same meaning, the student will identify those two sentences.	
4 C. (7)	The student can demonstrate his comprehension of word meaning in sentence context by choosing a definition from a list of alternatives.	
4 C. (8)	Given a paragraph containing a variety of punctuation marks, the student will read with proper voice inflection to convey the meaning of the sentences.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Comprehension 4 Compr. (1)	After reading a selection, the student will answer questions on comprehension with 90% accuracy.	
Perceiving Relationships 4 P.R. (8)	Given an illustration and several sentences, some of which are distractors, the student will select those sentences which relate to the picture.	
4 P.R. (9)	After reading a selection, the student will state the relationships between cause and effect, general and specific, periods of time, various places and sizes.	
Sensing Emotional Reactions 4 Em. (3)	Given a story to read, the student will describe changes of mood of characters in the story.	
Fact and Opinion 4 F.O. (3)	Given a story to read, the student will tell the difference between fiction and non-fiction.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Social Forces Influencing Character		
4 Soc. (2)	Given a problem situation, the student will make judgments orally as to how a particular character they have read about would react.	
4 Soc. (3)	Given a story title, the student will state an environment in which the story might occur.	
Problem Solving		
4 P.S. (1)	Having read or heard a story, the student will state the problem or problems to be solved in the plot.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sequence		
4 Se. (11)	Having read part of a story, the student will suggest a possible outcome of the story.	
4 Se. (12)	Given five sentences from a story, the student will number them in sequential order.	
4 Se. (13)	Given worksheets and oral or written directions, the student will perform tasks by following the directions in sequence.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Figurative Language		
4 F.L. (4)	Given a story with visual images, the student will underline words that describe a particular visual image such as: darkness.	
4 F.L. (5)	Given idiomatic, picturesque, or figurative language, the student will differentiate between the use and the literal meaning.	

CLASSIFICATION

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Classification 4 Cl. (6)	Given homonyms, the student will classify them according to usage and meaning.	
4 Cl. (7)	Given a choice of three words, the student will select the two words that are opposite of each other.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inquiring Attitude 4 I.A. (3)	Given free time and a choice from several alternatives, the student will choose a book to read that he will share in some way with others.	
Skimming 4 Sk. (1)	Given a question from a selection read, the student will locate page and paragraph where the answer is found.	Ask children to bring a newspaper to class. Have them skim for facts.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics 4 Dr. (4)	Given comic strip format, the student will suggest dialogue to go with the pictures.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Listening		
4 Li. (9)	Given a story, the student will answer different types of questions such as factual interpretive, and evaluative.	
4 Li. (10)	Given parts of a story, the student will verbally guess the outcome of the story after listening to questions from the teacher.	
4 Li. (11)	Given two stories, the student will describe verbally the similarities between them.	
4 Li. (12)	After viewing creative dramatics, the student will state the problem which the characters had to solve.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking		
4 Sp. (20)	Having read a book, the student will give an oral book report according to the teacher's instructions.	Appendix - "50 Ways To Make A Book Report"
4 Sp. (21)	Given an imaginary situation and instructions for introductions, the student will introduce someone to a third person.	
Interviewing		
4 Inter. (1)	After establishing a purpose and appropriate questions for an interview during a discussion, the student will conduct an interview.	Any simple interviewing can be done. School helpers can be interviewed about their jobs. Any outside resource people, brought in for certain units studied, can be interviewed after their presentation to The World of Work. Reason for interviewing and questions are best established by the class as a whole.
Telephoning		
4 Tel. (1)	Given a situation and a model telephone, the student will demonstrate good and bad telephone manners.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Creative Writing		
4 C.W. (6)	Given an open ended story, the student will supply an ending.	Creative dramatics or magic circle may be used before the final result is formulated and put on paper.
4 C.W. (7)	Given free time for discussion, the student will keep a diary of class events with the help and support of other class members.	The teacher could put lists of daily class events on the board that would be included in the class diary.
4 C.W. (8)	Given a photographed situation, the student will invent a narrative to go with it.	See Scholastics book from the set, A Creative Expression Book, Dinosaur Bones. The Gifted Library.
4 C.W. (9)	Given abstract shapes, the student can create imaginative statements to explain the shape.	Using scribble drawings on the chalk board, the student can act out that shape before deciding on a proper explanation for it.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Expository Writing		
4 Exp. (3)	After reading a given literary selection, the student will write a review based upon his personal reaction to the selection.	When a book is read, the student could put the title and author's name on a card with a simple comment of what he gained from the book or thought of it. With the student's name it could be included in a room file for others to look at.
4 Exp. (4)	Given a situation for inviting a guest, the student will design and write an invitation.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics		
4 Me. (7)	Given rules for capitalization, the student will write sentences using the rules.	Sentence beginning, street address, names, days of week, months, I, titles, first words in letter greeting and closing.
4 Me. (8)	Given a sentence with missing punctuation, the student will punctuate the sentence using either period, question mark, or an exclamation point.	
4 Me. (9)	Given an idea, the student will write several complete sentences, punctuating correctly.	
4 Me. (10)	Given an incomplete sentence, the student will complete the sentence.	
4 Me. (11)	Given both complete and incomplete sentences, the student will underline the complete sentences.	
4 Me. (12)	Given a personal form, the student will compose a letter.	The personal or friendly letter is made up of greeting, body, closing, and name. Observing correct margins is important.

HANDWRITING

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting		
4 Ha. (13)	Given an example of chalk board writing, the student will write with free arm movements, etc.	
4 Ha. (14)	Given the freedom to choose his own writing style, the student will use a consistent slant.	

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SPELLING

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Spelling		
4 Spell. (5)	Given a list of frequently used words, the student will study and spell correctly when tested.	
4 Spell. (6)	Given a list of frequently used words, the student will write them correctly in daily work.	
4 Spell. (7)	Having misspelled a word from a previous word list in his daily work, the student will add it to his current list.	
4 Spell. (8)	Given the need for spelling an extra or unusual word, in creative writing or other subject areas, the student will either look the word up or seek help from the teacher and add it to his current list.	

LEVEL 5 - SCOPE & SEQUENCE CHART

SKILLS AND CONCEPTS

DECODING (Green Pages)

Auditory Discrimination, page 101

A.	(1)	Accent
A.	(2)	
A.	(3)	
A.	(4)	

Structural Analysis, page 102-105

Comp.	(6)	Compounds
Cont.	(6)	Contractions
Cont.	(7)	
In.	(19)	Inflected & derived forms
In.	(20)	
In.	(21)	
In.	(22)	
In.	(23)	
In.	(24)	
In.	(25)	
In.	(26)	
In.	(27)	
Pos.	(4)	Possessives
Pos.	(5)	
Syl.	(2)	Syllables
Syl.	(3)	
Syl.	(4)	
Syl.	(5)	
Syl.	(6)	
Syl.	(7)	
U.	(2)	Usage
U.	(3)	

Oral Fluency, page ~~106~~

Int.	(3)	Intonation

Study Skills, page 107-108

Dic.	(5)	Dictionary
Dic.	(6)	
Dic.	(7)	
Dic.	(8)	
Dic.	(9)	
Dic.	(10)	
Dic.	(11)	
R.B.	(1)	Reference Books
R.B.	(2)	
R.B.	(3)	

Skills and Concepts, continued - Level 5

CRITICAL READING (Pink pages)

Getting the Basic Concept, page 109

M.I.	(9)	Main idea
M.I.	(10)	
Sum.	(2)	Summarizing
Top.	(1)	Topic sentence

Context, page 110

C.	(9)	
C.	(10)	
C.	(11)	
C.	(12)	
C.	(13)	

Interpretation, page 111-112

Compr.	(4)	Comprehension
P.R.	(10)	Perceiving relationships
P.R.	(11)	
P.R.	(12)	
P.R.	(13)	
P.R.	(14)	
P.R.	(15)	
Em.	(4)	
Em.	(5)	
Em.	(6)	
F.O.	(3)	Fact-opinion
P.S.	(2)	Problem solving

Sequence, page 114

Se.	(14)	
Se.	(15)	
Se.	(16)	
Se.	(17)	
Se.	(18)	

Elements of Style, page 115

L.M.	(1)	Literary models
L.M.	(2)	
L.M.	(3)	
L.M.	(4)	
F.L.	(6)	Figurative lang. - Sensory images
A.P.	(1)	Author's purpose

Classification, page 116

Cl.	(8)	
Cl.	(9)	

Purposeful Reading, page 117

I.A. (4) Inquiring attitude

ORAL COMMUNICATION (Yellow pages)

Dramatics, page 119

Dr. (5)
Dr. (6)

Listening, page 120

Li. (13)

Speaking, page 121

Sp. (22)
Sp. (23)
Sp. (24)
Sp. (25)
Sp. (26)
Sp. (27)
Int. (2) Interviewing

WRITTEN COMMUNICATION (Blue pages)

Creative Writing, page 123

C.W. (10)
C.W. (11)
C.W. (12)
C.W. (13)
C.W. (14)
C.W. (15)
C.W. (16)
C.W. (17)
C.W. (18)

Expository Writing, page 124

Exp. (5)
Exp. (6)

Mechanics, page 126

Me. (13)
Me. (14)
Me. (15)
Me. (16)

Handwriting, page 126

Ha. (15)
Ha. (16)
Ha. (17)

Skills and Concepts, continued - Level 5

Spelling, page 127

Sp. (9)
Sp. (10)
Sp. (11)

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Accent		
5 A. (1)	When words are pronounced, the student will indicate the accented syllable by showing first and second syllables with his fingers.	
5 A. (2)	Given a set of two syllable words, the student will identify the words with first syllable accents.	
5 A. (3)	Given a list of ten phonic pronunciations (with accent marks) the student will be able to put a square around the primary accented syllable and a circle around the syllable with the secondary accent.	
5 A. (4)	When a student is given several sentences with words in them which must be accented a certain way (rec/ord, re/cord) to function in the sentence, he will accent the words correctly or choose from two pronounciations given.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Compounds		
5 Comp. (6)	Given a list of compound words, the student will identify the two words used to form each one.	
Contractions		
5 Cont. (6)	Given pairs of words, the student will write them as contractions and include their apostrophes.	
5 Cont. (7)	Given a sentence with an underlined contraction and a list of the words that lose some letters in the contracting, the student will select the word that is used to make the contraction.	You're very silly today. (you are) sample words, I've, I'll, she'll, you'll, isn't, doesn't, won't, I'd, let's.
Inflected and derived forms		
5 In. (20)	Given words written in both the singular and plural form and a group of incomplete sentences, the student will write the proper form of the word in the sentence.	Select by underlining, the proper word. The boy / boys jumps on the wagon.
5 In. (21)	Given a list of singular nouns including those of unchangeable form, the student will write their plural form.	Write the plural form of the following words: boy, deer, goose, child.
5 In. (22)	Given a list of words, the student will add ed or ing according to the rules: double final consonant, drop the final e, change y to i before adding ed.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
5 In. (23)	Given a list of 25 words that have been structurally changed, the student will circle the change, label whether prefix, suffix, and write the root word.	transportation port subscriber scrib
5 In. (24)	Given a sentence containing a word missing its suffix, and a choice of suffixes, the student will select the suffix which completes the word in the context of that sentence.	ation - able - ful - ic His imagine_____ was wild.
5 In. (25)	Given a list of prefixes and a set of prefix definitions, the student will supply the prefix word having the same meaning as each definition.	un - not, re - again
5 In. (26)	Given a group of words containing a specific variety of prefixes and suffixes, the student will find the prefix or suffix in each word.	Underline the prefix or suffix in each of the following words: dislike, inside, happiness, shoeless, statement, joyous.
5 In. (27)	Given a sentence with a verb in the present tense, the student will write the sentence changing the verb to the past tense using the proper inflected form. (ed)	The animals roar.
5 In. (28)	Given a sentence with a word missing and a root word, write the correct structurally changed word.	All the boys walked_____ after they lost the game. (happy) Ans. Unhappily

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Possessives		
5 Pos. (4)	Given a sentence with a possessive noun, the student will write the sentence substituting the proper possessive pronoun from a list of possessive pronouns.	Sally's cat drank all the milk. _____ cat drank all the milk.
5 Pos. (5)	Given sentences in pairs, one illustrating singular possession and the other plural possession, the student will identify the proper placement of apostrophes in each one.	Put an apostrophe in the proper places. 1. All the pilots hats were blue. 2. The pilots hat was blue.
Syllables		
5 Syl. (2)	Given orally a set of words of two or three syllables, the student will hold up a piece of blue paper for one syllable, red for two syllables and green for three syllables.	
5 Syl. (3)	Given a set of pictures depicting one or two syllable words, the student will identify the number of syllables in each.	
5 Syl. (4)	Given a list of two syllable words containing double medial consonants, the student will divide the words into their syllables.	happy little
5 Syl. (5)	Given a set of two syllable words containing two different medial consonants, the student will divide each word into its syllables.	(win/dow)

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
5 Syl. (2)	Given a list of one and two syllable words, the student will place them in the correct columns headed by one and two syllable words.	Make two columns and label one for one syllable and one for two syllable words and put each of the following in the correct column: sew, written, laugh, meet, people, something, kind, using, whose, yard, yellow
5 Syl. (3)	Given a set of words containing two or more vowels, but only two vowel sounds, the student will identify the number of vowels and syllables in each word.	Put a circle around each vowel and a line between the syllables. written laugh people meet
Usage		
5 Us. (3)	Given sentences with missing verbs, and a list of verbs with their irregular past tense, the student will select the correct form.	Suggested verbs: have, go, do, come, see, give, eat, take, write, begin, bite, blow, break, bring, choose, dig, flee, forget, freeze, hear, hide, know, lend, lose, ride, ring, shake, sink, sting, strike, be
5 Us. (4)	Given a list of irregular nouns, the student will write his own sentences using them correctly.	Irregular nouns: foot - feet child - children woman - women goose - geese mouse - mice tooth - teeth deer - deer sheep - sheep ox - oxen

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Intonation 5 Int. (3)	Given all kinds of sentences, the student will read them orally with the proper intonation.	

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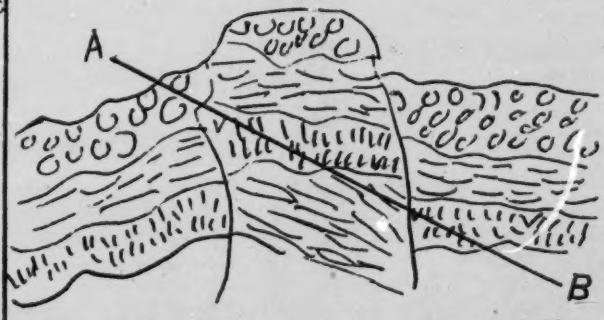
CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dictionary		
5 Dic. (5)	Using the dictionary and a given word, the student will write the page numbers where the word is found.	Write the page numbers on which the following words may be found: chloroform, etc.
5 Dic. (6)	Using the dictionary and a given word, the student will write the guide words.	Write the guide words for the following words: honey, single, navigate.
5 Dic. (7)	Using the word and the dictionary, the student will locate the entry word quickly through the use of the guide words.	Given sample words by the teacher, the student will use guide words and tell the page on which the word may be found, within a time limit.
5 Dic. (8)	Using the dictionary and a given word in context, the student will write or tell the appropriate meaning to fit the context.	Tell the appropriate meaning for the underlined word in the following sentences: 1. John was in such a hurry that he <u>crammed</u> his things into the suitcase. 2. Martin thought that the party was <u>delightful</u>.
5 Dic. (9)	Given sentences with the specific word underlined, the student will replace the word with the dictionary meaning.	Replace the underlined word with the dictionary meaning: 1. Everywhere Johnny Appleseed had gone, <u>orchards</u> grew. 2. The goats had to cross a bridge over a <u>brook</u>. 3. The club members are at a <u>meeting</u>.
5 Dic. (10)	Using the table of symbols on pages 76 & 77 of Thorndike - Barnhart Beginning Dictionary, the student will look up and spell words correctly.	Look up and spell correctly the following words in parentheses: 1. Ben broke the (nuk'l) in his little finger. 2. Dad is teaching me how to (res'l). 3. An (ôl) is a handy tool.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
5 Dic. (11)	Given dictionary pronunciations and spellings, the student will say the word from its pronunciation and match the correct spelling.	Say each word from the pronunciation and match the correct spelling: (duz) 1 - lock (hav) 2 - odd (nit) 3 - does (lok) 4 - rough (ruf) 5 - have (od) 6 - knit
Reference Books		
5 Ref. (1)	Given a thesaurus and a list of words, the student will use the reference to find two synonyms for each word on the list.	Sample: 1. Find five synonyms for the word hostile. 2. Find five verbs showing hostility. 3. Find five adjectives for to be hostile.
5 Ref. (2)	Given a diagram, the student will identify and explain the meaning of the parts of the diagram.	 Layers of rock are shown. Some of the upper layer has blown away or worn down. Mountains are formed by folding and faulting of the land. Explain what you would find if you were digging from A to B.
5 Ref. (3)	Given a question on a topic and an encyclopedia, the student will find the answer and discuss it with his class.	Think of questions on any subject that can be answered by studying the encyclopedia. Write the questions on sentence strips and post them around the room. Encourage children to find the answers in their spare time. Let the children who do the research meet in small groups to discuss the answers. Use reference books to find information about the person for whom you school was named.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Main Idea 5 M.I. (9)	Given a story or paragraph to read, the student will identify the main idea of the story and select details to support it.	Show the children a telegram. Point out that the message is in as few words as possible. Help them make a telegram that a story character might have sent to a friend. It should tell the main idea.
5 M.I. (10)	Given a series of pictures telling a story, the student will state the main idea of the story in his own words.	
Summarizing 5 Sum. (2)	Given a story or part of a story to read, the student will summarize orally, the content of the selection.	Let the children choose a story or a unit of study in soc. st. and make a collage. By collecting materials to suggest things about a country or by collecting pictures, they can arrange them to give an overall picture of the place chosen.
Topic Sentence 5 Top. (1)	Given a paragraph to read, the student will select the topic sentence.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
5 C. (9)	The student can demonstrate his comprehension of the meaning of phrases in a specific context by identifying that meaning from a list of choices.	The Chinese coolie pulled us around in a rickshaw. _____a rickety Chinese wagon _____a two-wheeled human drawn vehicle used in China _____a large bicycle
5 C. (10)	Given a selection to read, the student will use context for identification and meaning of words or phrases.	
5 C. (11)	Given unfamiliar words in independent reading, the student will infer the meaning using word analysis skills and context.	
5 C. (12)	Given a paragraph to read silently, the student will explain orally the content of the paragraph.	
5 C. (13)	Given a story to read orally, the student will give a meaningful oral interpretation.	

BEST COPY AVAILABLE INTERPRETATION

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Comprehension 5 Compr. (2)	After reading a selction, the student will answer questions with 90% accuracy.	
Perceiving Relationships 5 P.R. (10)	Given a story to read, the student will predict the outcome prior to reading from the source.	
5 P.R. (11)	Given material to read, the student will make common sense inferences orally from certain implied ideas.	
5 P.R. (12)	Given a story to read, the student will draw conclusions orally or in writing from what he has read.	
5 P.R. (13)	Given a paragraph describing an event, the student will state which of its sentences infers the result of that event.	
5 P.R. (14)	Given a story to read, the student will react verbally to story content, linking it to personal experience and ideas gained through reading.	
5 P.R. (15)	Given a selection to read, the student will answer questions in writing concerning perception of relationships: analogous, cause-effect, general-specific, sequence, time, place, space or size.	Analogous: People have hands and feet. Dogs have paws. Cause-effect: After reading a selection, the student will draw a line under sentences that made him think that it had a happy ending. General-specific: After the student reads a selection with action involved, he will pick from a list of sayings the appropriate one. (Look before you leap.)

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
5 P.R. (15) -- continued		Sequence: Show sentences out of order from a story and have them put in order by the student. Time: Show several pictures of people in earlier times doing such things as cooking, plowing, sewing, reading. Ask the children to draw 'then and now' pictures. Have children post their pictures under the correct title. Place or Space: Using a diagram, the student should indicate what might happen at certain places in the diagram. Size: Shown a picture of an animal with labeled dimensions, the student can answer questions as to whether the animal could fit in certain sized cages.
Sensing Emotional Reactions		
5 E.M. (4)	Given a description of actions by a particular character, the student will choose the given character from a list of three.	
5 E.M. (5)	Given two or three characters suggested by the teacher, the student will present a skit with others, involving the given characters.	
5 E.M. (6)	Given a story to read, the student will respond verbally or in written work identifying emotional reactions and motives of story characters.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Fact and Opinion 5 F.O. (4)	On a given test, the student will differentiate between real and make believe, fact and opinion.	
Problem Solving 5 P.S. (2)	Given a map, the student will follow the key by finding places on the map.	Let pupils cooperate to draw and label or map the school ground or some limited area near the school. Provide opportunities for the rest of the class to consult the map.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sequence		
5 Se. (14)	Given directions, the student will read and follow directions on his own.	
5 Se. (15)	Given free time, the student will write stories using proper sentence structure and a logical order of events.	After reading a story, encourage children to develop a continuation of the story. Ask one child to continue from the point where the story stopped. Stop him at any point and have him choose a classmate to continue. Last one should provide an ending.
5 Se. (16)	Given oral directions, the student will listen and proceed to follow them independently.	
5 Se. (17)	Given a story to read, the student will tell sequentially, the events in the plot of the story.	
5 Se. (18)	Given five sentences from a story, the student will write the five sentences in sequential order.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Literary Models		
5 L.M. (1)	After reading several fables, the student will write one of his own.	After reading several fables, help children make a mobile to represent each fable. Each mobile should contain construction paper cutouts of the characters and elements distinctive of the setting.
5 L.M. (2)	After reading or hearing several limericks, the student will write one of his own.	
5 L.M. (3)	After hearing or reading examples of narrative verse, the student will write one of his own.	
5 L.M. (4)	After being exposed to biography, flashback, lyric poetry, nonsense rhymes and myths, the student will identify them by answering questions.	Let pupils create legends to explain any aspect of their lives. Encourage humorous and imaginative approaches to a wide variety of topics--why American people drink coffee for breakfast, why boys play marbles, why bicycles have two wheels, why girls chant rhymes as they jump rope, etc. Read some of them to the class.
Figurative Language		
5 F.L. (6)	Given poetry and/or prose to read, the student will identify certain figurative, idiomatic, picturesque and sensory language.	Have pupils write sentences in which most of the words begin with the same sound. Example: Pat paced past Pet's pigpen.
Author's Purpose		
5 A.P. (1)	Given a selection to read, the student will answer questions in writing or orally to suggest the author's purpose or meaning.	

CLASSIFICATION

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Classification		
5 Cl. (8)	Given a group of words in context, the student will classify words by sound, form, meaning and function.	
5 Cl. (9)	Given words in context, the student will identify and list the words that show mood.	Ex.: sad, angry, gloomy, depressed

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inquiring Attitude 5 I.A. (4)	Given a selection to read, the student will write or tell his purpose for reading the selection.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics		
7 Dr. (5)	Given an oral story, the student will choose a character and pantomime the character at a particular point in the story.	A story of adventure such as: "Johnny Appleseed" could be read and portions dramatized.
5 Dr. (6)	After pantomiming a character in a story, the student will add conversation to his role.	A character such as the Ugly Duckling could be pantomimed, and then dialogue could be added.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Listening 5 Li. (13)	Given a discussion situation, the student will participate by listening to others.	Establish a checklist, contributed by students, of good listening habits.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking		
5 Sp. (22)	Given a discussion situation, the student will participate through different approaches	Participation can be through: 1. Taking turns in speaking. 2. Using relevant material for his contribution. 3. Participating in a leadership role.
5 Sp. (23)	After letting an idea play around in his head, the student will tell a story and later write it down.	This could be put on a tape and later replayed so that the student could write it.
5 Sp. (24)	Given a topic of his own interest, the student will give an oral report and lead the discussion.	
5 Sp. (25)	Given suggestions for good oral presentation, the student will evaluate himself after a presentation.	Suggestions should be made by class. After getting 5 or 6, make a priority list of 3. Student evaluates himself mentally, not orally.
5 Sp. (26)	Given a group of words, the student will use a variety of words to express action and sound in speaking and writing.	whisper, croak, roar, squeak, chuckle, scream, giggle, chirp, shriek, snarl
5 Sp. (27)	Given a setting of a mystery story and a discrepant event, the student will finish the story.	
Interviewing		
5 Inter. (2)	After establishing a purpose and appropriate questions for an interview by pairs or small groups, the student will participate in an interview.	Pair off, talk for 3 minutes to find an interest, ability or unusual background. Choose one. Separate. Establish purpose. Plan strategy (questions). Interview partner on tape. Playback and evaluate according to: 1. Which questions got the best information? Don't accept a "yes" or "no". Answer - respond immediately with "why?" 2. Did interviewer appreciate the feelings of one interviewed?

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Creative Writing		
5 C.W. (10)	Having picked a subject of interest to him, the student will make a list of words that have special meanings to people with that interest.	The subject of flying could be selected. Some of the correlated terms: pilot, elevation, apron, taxi strip, glider, wings, throttle, landing gear, gallery, approach.
5 C.W. (11)	Given a word that cannot be pictured, the student will write about it by giving examples of it.	Suggested words: hope, fear, dream, happiness, and excitement.
5 C.W. (12)	Given a list of 15 homonyms, the student will write riddles for three or four of them.	
5 C.W. (13)	Given a topic, the student will write descriptive words, phrases, and sentences.	
5 C.W. (14)	Having something the student thinks is worthwhile to tell about, the student will write answering the questions who, what, when, and how, why and where.	
5 C.W. (15)	Given an opportunity, the student will keep a diary of events and his own thoughts for a given period of time.	
5 C.W. (16)	Given unfinished sentences, the student will write metaphors to complete them.	
5 C.W. (17)	Using literary models, the student will note personification, onomatopoeia, simile and metaphor, and write some examples.	See Language and How To Use It, Book 3 Pages 23, 91-99
5 C.W. (18)	Using literary models, the student will write a myth or fable.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Expository Writing		
5 Exp. (5)	Having read a book, the student will write a news-flash about it.	
5 Exp. (6)	Given a pattern, the student will write a short autobiography in paragraphs.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics 5 Me. (13)	Given a written declarative sentence, the student will transform it to a written interrogative sentence or vice versa.	
5 Me. (14)	Given a paragraph to write, the student will write the paragraph using proper form of indenting.	
5 Me. (15)	Given a situation of his own choice, the student will write a short dialogue between two people.	Drawing stick figures and using conversation balloons, students can make comic strip stories. Lang. and How To Use It, 3 - p. 73-74
5 Me. (16)	Given a situation from olden times or a different environment studied in social studies, the student will write and punctuate properly, an invitation for a special kind of party.	Ex. An English tea or Hawaiian luau

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting		
5 Ha. (15)	Given the opportunity, the student will use a pen with ease.	
5 Ha. (16)	Given instruction and practice, the student will write using cursive writing.	
5 Ha. (17)	Having learned to write legibly, the student will apply it in all subject areas.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Spelling 5 Spell. (9)	Given a list of frequently used words, the student will study and spell correctly when used and tested.	
5 Spell. (10)	Having misspelled a word from a previous word list, in his daily work, the student will add it to his current list.	
5 Spell. (11)	Given the need for spelling an extra or unusual word, in creative writing or other subject areas, the student will either look the word up or seek help from the teacher and add it to his current list.	

LEVEL 6 - SCOPE AND SEQUENCE CHART

SKILLS AND CONCEPTS

DECODING (Green pages)

Auditory Discrimination, page 133

A.	(5)	Accent

Structural Analysis, page 134-138

Comp.	(7)	Compounds
Cont.	(8)	Contractions
Cont.	(9)	
Cont.	(10)	
In.	(28)	Inflected and derived forms
In.	(29)	
In.	(30)	
In.	(31)	
In.	(32)	
In.	(33)	
In.	(34)	
In.	(35)	
In.	(36)	
Pos.	(6)	Possessives
Pos.	(7)	
Ab.	(2)	Abbreviations
Ab.	(3)	
Syl.	(8)	Syllables
U.	(4)	Usage
U.	(5)	
U.	(6)	
H.S.	(1)	History and Science of Language - Reg. Diff.

Study Skills, page 139-140

B.P.	(2)	Book Parts
Dic.	(12)	Dictionary
Dic.	(13)	
Dic.	(14)	
Dic.	(15)	
Dic.	(16)	

CRITICAL READING (Pink pages)

Getting the Basic Concept, page 141-142

M.I.	(11)	Main idea
He.	(1)	Headings, titles, sub-titles
He.	(2)	
Ou.	(1)	Outline or chart form
M.S.	(3)	Using multiple sources
Top.	(2)	Topic sentence
N.	(1)	Taking notes

Skills and Concepts, contined - Level 6

Interpretation, page 143-144

Compr.	(5)	Comprehension
P.R.	(16)	Perceiving relationships
P.R.	(17)	
P.R.	(18)	
P.R.	(19)	
P.R.	(20)	
P.R.	(21)	
Em.	(7)	Sensing emotional reactions
Em.	(8)	
Em.	(9)	
Em.	(10)	
Ev.	(2)	Evaluation of different view points
P.S.	(3)	Problem solving

Sequence, page 145

Se.	(19)	

Elements of Style, page 146-147

L.M.	(5)	Literary models
L.M.	(6)	
L.M.	(7)	
Hu.	(1)	Humor
F.L.	(7)	Figurative Lang., - Sensory images
Fic.	(1)	Fiction
Plot	(1)	Plot structure

Classification, page 148

Cl.	(10)	
Cl.	(11)	
Cl.	(12)	

Purposeful Reading, page 149

I.A.	(5)	Inquiring attitude
Sk.	(2)	Skimming
R.R.	(1)	Reading Rate

ORAL COMMUNICATION (Yellow Pages)

Dramatics, page 151

Dr.	(7)	

Listening, page 152

Li.	(14)	

Speaking, page 153

Sp.	(28)	
Sp.	(29)	
Sp.	(30)	
Sp.	(31)	
Sp.	(32)	
Inter.	(3)	Interviewing

Skills and Concepts, continued - Level 6

WRITTEN COMMUNICATION (Blue pages)

Creative Writing, pages 155

C.W. (19)
C.W. (20)
C.W. (21)
C.W. (22)
C.W. (23)
C.W. (24)
C.W. (25)
C.W. (26)
C.W. (27)

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Expository Writing, pages 156

Exp. (7)
Exp. (8)

Mechanics, page 157

Me. (17)
Me. (18)
Me. (19)

Handwriting, page 158

Ha. (18)

Spelling, page 159

Sp. (12)
Sp. (13)
Sp. (14)
Sp. (15)
Sp. (16)

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Accent 6 A. (5)	Given orally a list of words with two or more syllables, the student will say which syllable is accented.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Compounds 6 Comp. (7)	Given a short story, the student will underline all compound words.	
Contractions 6 Cont. (8)	The student, given eight sentences, will underline the contraction and rewrite the sentences replacing the contraction with the correct words.	
6 Cont. (9)	The student will demonstrate his ability to recognize a contraction by adding an apostrophe where it is needed in a given word.	David cant see the circus acts very well. (can't)
6 Cont. (10)	Given two sentences in which the contraction is the same but the meaning of the contraction is different the student will write the two words for each sentence's contraction, using context.	I'd like to play ball. (I would.) I'd never been there before. (I had.)
Inflected and derived forms 6 In. (29)	Given a list of words, the student will write the plural form.	
6 In. (30)	The student will demonstrate his understanding of singular and plural words by indicating whether given words are singular or plural.	girl men children boat monkey geese Write S after each word that is singular and P after each word that is plural.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
6 In. (31)	The student will demonstrate his knowledge of making nouns plural.	Note the singular and plural forms of various kinds of nouns. See if you can determine a pattern for plurals. territory — territories country — countries party — parties coat — coats wagon — wagons bat — bats bus — buses brush — brushes crash — crashes
6 In. (32)	Given a list of words, each given a prefix and a suffix, the student will identify the root.	In each of the following words draw a line under the root word. submarine — wooden transplant — refresh thankful — illegal cleverest
6 In. (33)	Given a group of words containing a specific variety of prefixes and suffixes, the student will find the prefixes and suffixes in each word.	expression outcome — Draw a line under each prefix or suffix understand occasional presidential
6 In. (34)	Given a group of sentences each containing an underlined segment, the student will substitute one familiar word with a prefix for the underlined part of the sentence.	Change the underlined part of the sentence to one word that means the same as the underlined part. Ex. The package, which was <u>paid for in advance</u>, arrived. The package which was prepaid arrived.
6 In. (35)	The student will use prefixes in combination with root words to form new words. He will show their meanings in context.	Add a prefix to the word <u>spell</u> and insert it in a sentence. We will not <u>misspell</u> our words.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
6 In. (36)	Given a list of words with more than one affix, the student will write each one in a sentence.	er and or mean one who or one that Teacher means one who teaches. Elevator means one that elevates.
6 In. (37)	Given a list of suffixes and a set of suffix word definitions, the student will supply the suffix word having the same meaning as each definition.	
Possessives		
6 Pos. (6)	Given a word and prepositional phrase showing possession, the student will change the phrase to the possessive adjective.	Rewrite the following phrase making it into an adjective and noun. desk of his father Ans. His father's desk.
6 Pos. (7)	Given a list of several sentences, each containing both a contraction and a possessive, the student will write and identify both immediately after each sentence	Name the contraction and possessive. I won't take the boy's books. Tom can't see Joe's mitt. Girls won't do boy's work.
Abbreviations		
6 Ab. (2)	Given the days of the week orally, the student will write their abbreviations.	
6 Ab. (3)	Given the months of the year orally, the students will write their abbreviations.	
Syllables		
6 Syl. (4)	Given a list of words with two syllables, the student will draw a line between the syllables according to the three rules. vc|cv - v|cv - |cle	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
6 Syl. (5)	The student will be able to identify the number of syllables in one and two syllable words, and tell orally why it is a syllable.	
Usage		
6 Us. (3)	Given sentences with missing verbs, and a list of verbs with their irregular past tense, the student will select the correct form.	Using one of the following verbs, complete the sentences given. forget drive — drove fall — fell find — found fly — flew give — gave hide — hid hurt - - - - - - - - - - - drive — drink — shrink leave — spring — lose come — sell — sing teach — speak — swim sang — spoke — swam My sister _____three songs on TV. All the boys _____across the pool yesterday.
6 Us. (4)	Given a list of irregular nouns, the student will write his own sentences using them correctly.	deer - deer trout - trout sheep - sheep
6 Us. (5)	Given a word in four of its derived forms and four sentences separately requiring one of these forms for completion, the student will complete the sentence in writing with the appropriate form.	Sample: question, questioned, questioning, questions. The detective spent hours_____. the suspect. Did you hear the_____? Dan had many_____about math. Maureen_____one of the answers on her test.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
History and Science of the Language 6 H.S. (1)	Given a selection with regional differences in vocabulary the student will note these differences as another acceptable vocabulary usage.	When John saw the weather outside he knew a real <u>toad strangler</u> was coming. On the way he noticed that the <u>kill</u> was overflowing. By the time he reached home he was really wet and <u>done up</u>. toad strangler - heavy short rain kill - stream done up - tired

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Book Parts		
6 B.P. (2)	Given a book and specific subject areas to locate, the student will use the index to look up selections from each subject area and write the page number where it can be found.	
Dictionary		
6 Dic. (12)	Given a series of words randomly listed, the student will arrange and write them in alphabetical order.	Write the following words in alphabetical order: primer, present, practice, prefer, printing, principal, printer, promise.
6 Dic. (13)	Using the dictionary, the student will use slash marks to show the syllables in words given by the teacher.	Rewrite these words putting slash marks to show syllables: robot, siren, ghostly, venison, squash, submit, tinderbox, triumphant.
6 Dic. (14)	Given a group of words, the student will write their definitions as found in a dictionary.	Write the definitions for the following words using the dictionary: uproar, neon, dynamite, tantrum, scaly, scarlet, trapeze, late. Using a dictionary the students will write answers to the following questions: 1. Would you want to pilfer a polecat? 2. Might a nainsook lose a tooth? 3. Would a 19th Century English King have bitumen for dinner?
6 Dic. (15)	Given two guide words and a list of words, the student will write only those words from the list that fit between the guide words in alphabetical order.	Using guide words, mild ----------milk fever write only those words from the following list that fit between those guide words: mile, malaria, military, milk, mildew, mileage, militancy, militia.
6 Dic. (16)	Given a list of words the student will alphabetize them.	Arrange each group of words in alphabetical order. Then read the sentences formed. lunch his Does forget Donald ever after mowed eating mike the lunch weeds water dropped her Beverly the homework in

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Reference books 6 Ref. (4)	Using a variety of references, the student will take notes to write a report.	For your report on_____ write out questions you would ask about the subject if you were trying to get someone to tell you about it. Then look for the answers and use them in your report.

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GETTING THE BASIC CONCEPT

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Main Idea 6 M.I. (11)	Given a short paragraph with the topic sentence omitted, the student will read the paragraph then supply the missing sentence expressing the main idea.	You can use juice from lemons, oranges, grapefruit or onions, or make invisible ink with sugar and water to write a topic sentence. Then after the children have written their own, heat yours and the sentence will become visible.
Topic Sentence 6 Top. (2)	Having read a paragraph, the student will underline the topic sentence.	
Outlining 6 Ou. (1)	Using outline form and chapter titles and sub-titles, the student will discover the organization of outlining.	I. [illegible]e A. Sub-title
Using Multiple Sources 6 M.S. (3)	In a team situation, working with factual material from a content area and encyclopedias, students will compare findings.	Divide the pupils into two groups. Let one group skim a factual story in social studies to list all the facts they can find about a topic. Let the second group compile a similar list from an encyclopedia. Allow discussion of findings.
Note Taking 6 N. (1)	In a brain-storming situation, the student will contribute words or phrases on a particular topic to be written on the board.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Headings, Titles, Sub-titles		
6 He. (1)	Having previewed a story with the teacher, the student will identify orally the function of chapter titles, sub-titles and topic headings.	
6 He. (2)	Given various notes on a subject, the student will organize them under proper headings by listing them on the board.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Comprehension		
6 Compr. (3)	After reading a selection, the student will answer questions with 90% accuracy.	
Perceiving Relationships		
6 P.R. (17)	The student will read several passages and underline clues that tell him the event could have taken place long ago.	
6 P.R. (18)	The student will demonstrate his ability to interpret a paragraph by selecting the statement which tells what is happening in the paragraph.	
6 P.R. (19)	Having read a selection, the student will formulate his own questions concerning the material.	
6 P.R. (20)	The student will read an article and answer yes or no to several questions concerning the intended meaning.	
6 P.R. (21)	The student will demonstrate his comprehension of a poem by paraphrasing a line or lines which best translates its meaning.	
6 P.R. (22)	Having read a selection, the student will answer questions orally on literal and implied meanings.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sensing Emotional Reactions		
6 Em. (7)	The student will look at pictures and read a story and discuss orally how the illustrator achieved certain feelings.	
6 Em. (8)	The student, given several passages to read, will then determine, by putting in proper columns, if the passage supports one particular feeling or another.	
6 Em. (9)	Having read a selection, the student will identify the personal traits of story characters by listing traits or selecting from a list.	
Evaluation of Different Viewpoints.		
6 Ev. (2)	Given a variety of reading materials, the student will generate an opinion.	
Problem Solving		
6 P.S. (3)	Given maps, graphs, and charts, the student will follow the key by finding information.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sequence 6 Se. (19)	Given a situation with events happening at a particular period of time, the student will identify those events that could not have happened at that time.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Literary Models		
6 L.M. (5)	After reading a selection, the student will discuss personification as used in the selection.	
6 L.M. (6)	Having read an essay, the student will then write one of his own.	
6 L.M. (7)	Having had explanations from the teacher or text, the student will identify orally a flashback.	
Humor		
6 H. (1)	Given a story to read which has humorous situations, the student will recognize and react to the humorous situations by reading aloud the part he thinks is funny.	Have the student think of things he has planned or done that did not go quite the way he expected. Then have him write brief accounts of these funny incidents and share.
Figurative Language		
6 F.L. (7)	Having had explanations from teacher or text, the student will underline the similes and metaphors in a selection.	
Contrast Historical and Science Fiction		
6 Fic. (1)	Having read historical fiction, the student will indicate the historical facts, either orally or in writing.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Plot Structure 6 Plot. (1)	Having read a story, the student will identify the plot structure by writing or drawing pictures of the beginning, middle and end.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Classification		
6 Cl. (10)	Given words that are homonyms, the student will identify the correct meaning by using spelling as a clue.	beet - beat shoe - shoo pain - pane sail - sale there, their, they're
6 Cl. (11)	Given a reading selection containing slang words, the student will list those words that are slang.	
6 Cl. (12)	Given a selection to read, the student will note words with similar meanings and discuss the shades of meaning expressed by such words.	wail - howl giggle - snicker journey - trip guest - search

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inquiring Attitude 6 I.A. (5)	Given free time and a choice from among several alternatives, the student will choose a book to read that he will later share in some way with others.	
Skimming 6 Sk. (2)	The student will read an article and check the sentences that state facts learned from the article and locate passages that verify their answers.	
Rate 6 R.R. (1)	Given a selection to read, the student will adjust his method of reading to suit the material by changing his pace.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics 6 Dr. (7)	Given a word of action, the student will pantomime the action.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Listening 6 Li. (14)	Given an oral story or record, the student will answer factual, implied or inference type questions orally or in writing.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking		
6 Sp. (28)	Having read a book, the student will give an oral summary or personal evaluation of the book.	
6 Sp. (29)	Given examples of standard and substandard English, the student will distinguish between them.	See the section of 'Language for All Occasions' in Language and How To Use It, Book 4.
6 Sp. (30)	Given the opportunity to play word games, the student will participate.	Some suggested games are Ghost, Perquacky, Phonic Rummy, Uno, Word Prefixes and Suffixes. See Beckley-Cardy Catalog.
6 Sp. (31)	Given topics of persuasion, the student will choose one and develop several points to use in persuasion.	See page 166 of Language and How To Use It, Book 4
6 Sp. (32)	Given an opportunity to speak, and a topic, the student will give an extemporaneous speech.	Magic Circle - See appendix for suggested topics and procedure.
Interviewing		
6 Inter. (3)	After establishing a purpose and appropriate questions for an interview by pairs or small groups, the student will conduct an interview and evaluate with his group.	For creative involvement, roleplay and interview almost anybody or anything - Martian, champion, animal. Tape and evaluate according to checklist such as: 1. What was purpose? 2. Were questions appropriate for that purpose? 3. Was there consideration for feelings shown? (Resource person should be informed, in the presence of students, "If we ask questions you prefer not to answer, just say 'next question, please'". 4. Was strategy adjusted as needed?

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Creative Writing		
6 C.W. (19)	Given pictures to view for inspiration, the student will write a creative piece of prose or poetry.	See Scholastics book from the set A Creative Expression Book, Ghost Ships. Good for overhead projection or wall display. Gifted Library.
6 C.W. (20)	Given a stick figure, the student will draw details and write a description of this character.	
6 C.W. (21)	Having read a tall tale, the student will write one of his own.	
6 C.W. (22)	After selecting an animal from a given list, the student will write a personified report.	
6 C.W. (23)	Given a pen pal, real or imaginary, the student will write a friendly letter telling something of interest.	
6 C.W. (24)	Given a trite expression or word and several more expressive choices, the student will write the one that best expresses his feeling.	Samples: pretty, nice, cute, rip-off, beautiful, lovely, handsome, bonny, comely, fair.
6 C.W. (25)	Given a poem, the student will write the main idea.	
6 C.W. (26)	Given a list of idioms, the student will write a sentence for each of them.	See pages 137-8 in Language and How To Use It, Book 4.
6 C.W. (27)	Given a selection of ideas, the student will write a cinquain of his own.	See pages 230-231 in Language and How To Use It, Book 4.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Expository Writing		
6 Exp. (7)	Given a subject and question about it, the student will use an encyclopedia and find more information about the subject before writing about it.	
6 Exp. (8)	The student will compose a news story which includes specific facts answering the questions who, what, how, when, and why.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics 6 Me. (17)	Given the opportunity and suggestions, the student will create his own checklist for proofreading.	The teacher and student will together make a list of the kinds of errors he has been making.
6 Me. (18)	Given suggestions on how to organize and develop a paragraph, the student will write a paragraph with a topic sentence and details to develop it.	See pages 94-97 of Language and How To Use It, Book 4.
6 Me. (19)	Having thought about a topic to write for a newspaper, the student will divide his subject into two or more main ideas, then write for each idea.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting 6 Ha. (18)	Having improperly formed a letter in a content area, the student will agree with the teacher on a correction contract.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Spelling		
6 Spell. (12)	Given a list of frequently used words, the student will write them correctly in his daily work.	
6 Spell. (13)	Given a paragraph from dictation, the student will write it, spelling and punctuating it correctly.	
6 Spell. (14)	Given a list of frequently used words, the student will study and spell correctly when tested.	
6 Spell. (15)	Having misspelled a word from a previous word list, in his daily work, the student will add it to his current list.	
6 Spell. (16)	Given the need for spelling an extra or unusual word in creative writing or other subject areas, the student will either look the word up or seek help from the teacher and add it to his current list.	

LEVEL 7 - SCOPE AND SEQUENCE CHART

SKILLS AND CONCEPTS

DECODING (Green Pages)

Auditory Discrimination, page 165

A.	(6)	Accent
A.	(7)	

Structural Analysis, page 166-170

In.	(37)	Inflected and derived forms
In.	(38)	
In.	(39)	
Pos.	(8)	Possessives
Ab.	(4)	Abbreviations
U.	(7)	Usage
H.S.	(2)	History and Science of Language - Reg. Diff.
H.S.	(3)	
H.S.	(4)	
Hy.	(1)	Hyphenated words
O.	(1)	Origin of words
O.	(2)	

Study Skills, page 171-173

Bib.	(1)	Bibliographies, Diagrams, etc.
Bib.	(2)	
B.P.	(3)	Book parts
B.P.	(4)	
B.P.	(5)	
B.P.	(6)	
Dic.	(17)	Dictionary
Dic.	(18)	
Dic.	(19)	
Dic.	(20)	
Lib.	(5)	Library skills
Lib.	(6)	
R.B.	(4)	Reference books
R.B.	(5)	
R.B.	(6)	
R.B.	(7)	
R.B.	(8)	
R.B.	(9)	

CRITICAL READING (Pink pages)

Getting the Basic Concept, page 175

Sum.	(3)	Summarizing
Par.	(1)	Recognizing paragraphs
Par.	(2)	
Ou.	(2)	Outline or chart form
N.	(2)	Taking notes

Context, page 176

C. (14)
C. (15)
C. (16)

Interpretation, page 177-178

Compr. (6) Comprehension
P.R. (22) Perceiving relationships
P.R. (23)
Em. (11) Sensing emotional reactions
Em. (12)
Em. (13)
Ev. (3) Evaluation of different view points

Sequenc page 179

(20)

F nts of Style, page 180

L.M. (8) Literary models
Hu. (2) Humor
F.L. (8) Figuartive language - Sensory images

Classification, page 181

Cl. (13)
Cl. (14)
Cl. (15)

Purposeful Reading, page 182

R.R. (1) Rate

ORAL COMMUNICATION (Yellow pages)

Dramatics, page 183

Dr. (8)

Listening, page 184

Li. (15)
Li. (16)

Speaking, page 185

Sp. (33)
Sp. (34)
Inter. (4) Interviewing

WRITTEN COMMUNICATION (Blue Pages)

Creative Writing, page 187

C.W. (28)
C.W. (29)
C.W. (30)
C.W. (31)
C.W. (32)
C.W. (33)
C.W. (34)
C.W. (35)

Expository Writing, page 188

Exp. (9)
Exp. (10)
Exp. (11)
Exp. (12)
Exp. (13)

Mechanics, page 189

Me. (20)
Me. (21)
Me. (22)
Me. (23)
Me. (24)
Me. (25)

Handwriting, page 190

Ha. (19)

Spelling, page 191

Sp. (17)
Sp. (18)
Sp. (19)
Sp. (20)
Sp. (21)

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Accent		
7 A. (6)	The student, when given a list of words familiar to him, will put an accent mark on the correct syllable in each word as he hears it.	
7 A. (7)	Given a word with a shift in accent in its derived form, the student will write the accent mark on the proper syllable.	reć ord ré cord

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inflected and Derived forms		
7 In. (38)	Given a group of words containing a specific variety of prefixes and suffixes, the student will find the prefix and suffix in each word.	Using the following prefixes and suffixes the student will find same in sample words: semi, inter, sub, trans, un, in, im, re, il, ir, tion, able, ous, ful, ic, ical, ically, fy, ize, ess. recall pliable, transport, helpful, historic.
7 In. (39)	Given a set of definitions and a list of words containing prefixes and suffixes, the student will identify the root word of each and match it with its definition.	Match by connecting lines, the definition that goes with the root in each of the following words: to look for — exchange condition of a person or thing — unexpected take in place of — stately
7 In. (40)	Given a root word, the student will write a short paragraph using prefixes and suffixes to make new words.	Example: John decided to write a letter to his cousin, but he made some mistakes. Since he was a fast writer, he decided to rewrite it.
Possessive		
7 Pos. (8)	The student will demonstrate his knowledte of the rules for forming singular and plural possessives by changing phrases to possessives and punctuating properly.	Place the apostrophe in the correct place as you rewrite the following sentences: The hat of the girl is red. The hat s of the girls are red.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Abbreviations 7 Ab (4)	Given a list of the states and a list of abbreviations for them, the student will match them.	Two-letter State Abbreviations: Alabama - AL Alaska - AK Arizona - AZ Arkansas - AR California - CA Colorado - CO Connecticut - CT Delaware - DE District of Columbia - DC Florida - FL Georgia - GA Guam - GU Hawaii - HI Idaho - ID Illinois - IL Indiana - IN Iowa - IA Kansas - KS Kentucky - KY Louisiana - LA Maine - ME Maryland - MD Massachusetts - MA Michigan - MI Minnesota - MN Mississippi - MS Missouri - MO Montana - MT Nebraska - NB Nevada - NV New Hampshire - NH New Jersey - NJ New Mexico - NM New York - NY North Carolina - NC North Dakota - ND Ohio - OH Oklahoma - OK Oregon - OR Pennsylvania - PA Puerto Rico - PR Rhode Island - RI South Carolina - SC South Dakota - SD Tennessee - TN Texas - TX Utah - UT

STRUCTURAL ANALYSIS

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Abbreviations - continued		Vermont - VT Virginia - VA Virgin Islands - VI Washington - WA West Virginia - WV Wisconsin - WI Wyoming - WY
USAGE 7 Us. (7)	Given sentences with missing verbs, and a list of verbs with their irregular past tense, the student will select the correct form.	Suggested verbs for this level are: lie, lay, raise, rise, can, man, will, shall, must.
History and Science of Language 7 H.S.(2)	Given a list of words and phrases, the student will pick out the colloquial expressions and tell their meaning.	doggie, tote, rip-off, down home, hey (hi), reckon, howdy, no way, warsh (wash), rinch (rinse)
7 H.S.(3)	When given sentences with regional vocabulary and syntax differences, the student will be able to recognize the differences orally and written.	I want to go play by Mary's house. Do you want to go with?
7 H.S.(4)	The student will read stories that originate from different cultures and compare and contrast these with ours.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Hyphenated Words 7 Hy. (1)	Given an example for hyphenating words (between syllables) the student will copy a selection and divide words at the end of the line as necessary.	
Origin of Words 7 O. (1)	Using his family name and dictionary, the student will find where his name came from.	Suggested book for library for this activity: The First Book of Words: Their Family Histories, Sam & Beryl Epstein N.Y. Franklin Watts, Inc. 1954
7 O. (2)	Given a list of words that originated from either Latin or Greek languages, the student will be able to match the word with its origin.	See Teacher's Guide, p. 186 Language and How To Use It, grade 5

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
7 Bib. (1)	The student will construct a bibliography according to the instructions of the teacher.	The student will construct a bibliography using the following suggested sources: 1. Ask other children and adults what they know about your topic. 2. Use more than one set of encyclopedias. 3. Have your librarian help look for books on the topic. 4. Use the Subject Index to Children's Magazines.
7 Bib. (2)	Given maps or diagrams, the student will discover information from them.	Encourage pupils to bring city maps to class. Display the maps and let pupils discover what kinds of information various legends give. Let them locate points of interest and tell how the legends helped them. Let individuals use clay of various colors to make models showing a cross-section of the earth. Have others draw or model cross-sections of fruit, flowers, a cherry pie, or a gasoline engine.
Book Parts		
7 BP. (3)	Using the dictionary and glossary, the student will look up and write meanings of words.	
7 BP. (4)	Using the glossary, the student will determine the pronounciation and meaning of foreign words found in his reading material.	
7 BP. (5)	Given a topic to research, the student will use the index and list the pages where appropriate material can be found.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Book Parts - continued 7 BP. (6)	Using titles, headings, and sub-headings, the student will write an outline from them.	
Using the Dictionary 7 Dic. (17)	Given a dictionary and a certain number of words, the student will look up and write a definition for each word in a given length of time.	Dividing the class in teams, the teacher may give sample words to be looked up and a definition written. Suggested words: sub-soil, prehistoric, disloyal, deport, export.
7 Dic. (18)	Using the dictionary, the student will rewrite the words given by the teacher to show syllabication.	Rewrite the following words putting slash marks between syllables. Sample words: morphology, father, lexicography, institutionalize, futility, telephone, structure, association, furniture, helpful.
7 Dic. (19)	Given a dictionary, the student will note the meaning of abbreviations for the parts of speech for a given word and use that part in context.	Given a sample word such as FLIT, v.i., Flitted, Flitting, 1. to pass or move suddenly or quickly, 2. to depart, 3. to flutter, move on the wing, 4. to be shifting, note the abbreviation for the part of speech and use this word in a sentence correctly.
7 Dic. (20)	Using a dictionary, the student will write additional meanings to words already in his vocabulary.	Using a dictionary, write at least five meanings for the following words: run, fly, heel, foot, force.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Library		
7 Lib. (5)	Using the vertical file, the student will locate material for a research topic and include it in his report.	
7 Lib. (6)	Using the card catalogue and the Dewey Classification System, the student will find materials in the library	
Using reference materials		
7 Ref. (4)	Using illustrations in any reference material, the student will explain orally or in writing, the connection between that illustration and the material being read or studied.	
7 Ref. (5)	Using Atlases, the student will answer factual questions given by the teacher.	1. What types of maps? 2. What the symbols stand for? 3. Legend 4. Index
7 Ref. (6)	Using an encyclopedia, the student will locate information and answer questions given by the teacher or use the information in a research project.	1. Examine two encyclopedias for information on a topic. 2. Compare information. 3. Where could you find additional information?
7 Ref. (7)	Using an almanac, the student will answer factual questions presented by the teacher or use the information in a research project.	Use index for main headings and sub-headings. Practice finding key words in questions.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Using Reference Materials - contd.		
7 Ref. (8)	Given a list of library references and a set of short, descriptive topics, the student will identify the reference source for each topic.	
7 Ref. (9)	Using introductions, head-notes and footnotes, the student will tell the source of information.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Summarizing 7 Sum. (3)	Given a paragraph to read, the student will show his understanding by paraphrasing the selection.	Let each pupil draw a picture to illustrate a descriptive paragraph in his reading. Display the drawings so that pupils can compare their visualizations.
Recognizing Paragraphs 7 Par. (1) 7 Par. (2)	Given a paragraph laid out in the configuration of its content, the student will identify its subject matter. After reading a story, the student will write a paragraph using his own words to state the main idea of the story.	
Outline or Chart form 7 Ou. (2)	Given a selection to read, the student will outline or list the main ideas and supporting details.	
Note Taking 7 N. (2)	Given a note taking assignment, the student will organize his notes, summarize the main points in paragraph form and report on the reading selection.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
7 C. (14)	Given sentences with context clues, the student will identify and define words by circling the words that help with understanding the meaning.	A tariff is (a tax on goods brought into a country.) A persimmon is a plumlike fruit that is sweet when it is ripe.
7 C. (15)	Given a selection with unknown words, the student will use context to find the appropriate definitions for those words.	Don was the person who transmitted the message, not the one who received it. The mountain looks strange because the south side is craggy while the north side is smooth and even.
7 C. (16)	Given hyphenated words, the student will interpret the particular meaning or usage by putting them into context.	cut-offs I made cut-offs out of my jeans.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Comprehension 7 Compr. (4)	After reading a selection, the student will answer questions with 90% accuracy.	
Perceiving Relationships 7 P.R. (23)	Given a story, the student will link orally the content to his personal experiences.	
7 P.R. (24)	Having read a story, the student will write inferences concerning a character, the author of the story, and support the inference from the selection.	
Sensing Emotional Reactions 7 Em. (11)	Given a selection with a main story character, the student will note descriptions, thoughts and activities of that character.	
7 Em. (12)	Given a passage containing a specific mood and a list of feelings, the student will identify the feeling conveyed by the passage.	Read a descriptive article. Draw pictures from the description given. Work alone, then compare drawings, help clarify any misconceptions apparent from drawings.
7 Em. (13)	Having read a selection, the student will identify the personal traits of a story character by listing traits or selecting from a list.	Have each child draw a picture to show what he thinks the character looks like. Then have him write four statements or questions that the character he has drawn would be likely to say.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Evaluation of Different Viewpoints. 7 Ev. (3)	Given a story, the student will write a comparison between that and his own personal knowledge of the subject.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
7 Se. (20)	When given a set of facts about a story, the student will be able to put them in the correct sequential order by numbering them.	Encourage pupils to think of objects they know how to fold or cut from paper (airplanes, cups, boats, hats, snappers). Have each one draw a diagram and write instructions for making such a paper object.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Literary Models 7 L.M. (8)	Having read several literary selections, the student will tell the differences in the following form of writing: play, novel, short, story, poem and essay.	
Humor 7 H. (2)	Having read a literary selection, the student will be able to recognize (orally) humor in literal meaning of figurative language.	
Figurative Language 7 F.L. (8)	Given poetry or prose to read, the student will explain the meaning of the figurative language used.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Classification		
7 Cl. (13)	Given words that are antonyms, the student will identify the correct meaning by discriminating the spelling and context clues.	careful - careless dependable - dependent easy - uneasy
7 Cl. (14)	Given words that are synonyms, the student will identify the correct meaning by discriminating the spelling and context clues.	answer - reply astonished - amazed journey - trip tried - attempted
7 Cl. (15)	Given words that are homonyms, the student will identify the correct meaning by discriminating the spelling and context clues.	hear - here break - brake rein - rain pare - pear their - they're

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Rate 7 R.R. (2)	After being given a reading assignment, the student will adjust his method of reading according to his	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics 7 Dr. (8)	Given a selection of poems, the student will read them and share his interpretation with others.	See Language and How To Use It, Book 5 - page 107, 254

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Listening		
7 Li. (15)	Given the opportunity to hear a story or speech, the student will listen for and retell the main idea.	See Language and How To Use It, Book 5 page 106
7 Li. (16)	Given the opportunity to hear a story or speech, the student will listen and answer questions.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking		
7 Sp. (33)	Given opportunity to gather reference material, the student will prepare and present an oral report on the material.	After gathering information on a topic, the student imagines he lived in that time or place and describes his experiences as if he were there.
7 Sp. (34)	Given a list of rules for good oral presentation, the student will evaluate himself and others after an oral presentation.	Rules for oral presentation should include the following: 1. Posture (foot placement, shift of weight, head up, hands used for gesture. 2. Voice - watch modulation and expression. 3. Eye contact. 4. Speech preparation: gather information, organize it into outline or notes, know material so that you don't read to class. Evaluation of others should be done tactfully - point system and as a group.
Interviewing		
7 Inter. (4)	Given story characters portrayed by students, the interviewer will ask questions about the characters' feelings, observation, and action.	See Language and How To Use It, Book 5 page 108-9

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Creative Writing		
7 C.W. (28)	Given a title for a story, the student will write a picture story, using stick people, animals or cartoons.	
7 C.W. (29)	Given a trite expression or word, the student will supply a new word that better expresses the feeling.	
7 C.W. (30)	Given a writing assignment, the student will use figurative language.	The Scholastics book in the series, "A Creative Expression Book" called Cook Up Tales has marvelous ideas and pictures for this goal.
7 C.W. (31)	Given the form of a limerick, the student will write a limerick.	A five lined humorous poem with lines 1, 2, and 5 rhyming and having 3 beats, and lines 3 and 4 rhyming and having 2 beats.
7 C.W. (32)	Given a well known legend, myth or fairy tale, the student will write a new or modern version.	
7 C.W. (33)	Given a list of towns with unusual names, the student will invent a myth to explain how these real places got their names.	Look thru any state map to find names: Wanderoos, Wis., Ripon, Wis., Gays Mills, Wis., Shipman, Va., Pocomoke City, Md., Sandwich, Ill., Halfday, Ill., Needmore, Va., Hayworth, Wis., Elk Grove, Ill., Mt Prospect, Ill., Downers Grove, Ill., Slippery Rock, Ohio, Bowling Green, Ky., Fairchance, Pa., Long Grove, Ill., Gassaway, W.V.
7 C. W. (34)	Given an event in other times, the student will write about his experiences as if he lived at that time.	
7 C.W. (35)	Having written a poem, the student will compose music to fit the mood of the poem, or find suitable music.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Expository Writing		
7 Exp. (9)	Given a procedure to explain, the student will write directions showing the sequence of steps to be taken.	
7 Exp. (10)	Given an event (real or imaginary), the student will write an editorial concerning the event.	
7 Exp. (11)	After gathering material from reference sources, the student will write a descriptive selection using the material.	Describe an imaginary country. Construct maps from your descriptions.
7 Exp. (12)	Given a story with a problem to solve, the student will write the solution.	
7 Exp. (13)	Given an interview to hear, the student will write notes from the interview to be used for an oral or written report.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics		
7 Me. (20)	Given a conversation setting, the student will write dialog correctly punctuating it.	Language and How To Use It, Book 5 page 103.
7 Me. (21)	Given the form for a letter, the student will write a real or imaginary letter.	See page 119-120, Book 5 Language and How To Use It.
7 Me. (22)	Given a sentence with a coordinate series, the student will write commas after each member of the series except the last.	Pages 103-104. She bought cookies, milk and candy.
7 Me. (23)	Given a group of sentences, some with direct quotations and some with indirect quotations, the student will punctuate the direct with quotation marks.	Page 104
7 Me. (24)	Given suggestions on how to organize and develop a paragraph, the student will write a paragraph with a topic sentence and details to develop it.	Page 90
7 Me. (25)	Given a writing assignment, the student will vary the length and pattern of his sentences.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting 7 Ha¹ (9)	Having improperly formed a letter in a content area, the student will agree with the teacher on a correction contract.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Spelling		
7 Spell. (17)	Given a list of frequently used words, the student will write them correctly in daily work.	
7 Spell. (18)	Given a list of frequently used words, the student will study and spell correctly when tested.	
7 Spell. (19)	Having misspelled a word from a previous word list in his daily work, the student will add it to his current list.	
7 Spell. (20)	Given a paragraph from dictation, the student will write it, spelling and punctuating correctly.	
7 Spell. (21)	Given the need for spelling an extra or unusual word, in creative writing or other subject areas, the student will either look up or seek help from the teacher and add it to his current list.	

LEVEL 8 - SCOPE AND SEQUENCE CHART

SKILLS AND CONCEPTS

DECODING (Green Pages)

Auditory Discrimination, page 197

A.	(8)	Accent

Structural Analysis, page 198-199

In.	(40)	Inflected and derived forms
In.	(41)	
Pos.	(9)	Possessives
H.S.	(5)	History and Science of language - Reg. Diff.
H.S.	(6)	
O.	(3)	Origin of words
O.	(4)	

Study Skills, page 200-201

Bib.	(3)	Bibliographies, Diagrams
B.P.	(7)	Book parts
Dic.	(21)	Dictionary
Lib.	(7)	Library skills
Lib.	(8)	
R.B.	(10)	Reference books

CRITICAL READING (Pink pages)

Getting the Basic Concept, page 203-204

M.I.	(12)	Main idea
M.I.	(13)	
Det.	(3)	Details
Sum.	(4)	Summarizing
Sum.	(5)	
Par.	(3)	Recognizing paragraphs
Top.	(3)	Topic sentence
Top.	(4)	
Ou.	(3)	Outline or chart form
Ou.	(4)	
Ou.	(5)	
N.	(3)	Taking notes

Context, page 205

C.	(17)
C.	(18)
C.	(19)
C.	(20)
C.	(21)

Interpretation, page 206-209

Compr.	(7)	Comprehension
P.R.	(24)	Perceiving relationships
P.R.	(25)	
P.R.	(26)	
P.R.	(27)	
P.R.	(28)	
Em.	(14)	Sensing emotional reactions
Em.	(15)	
Em.	(16)	
Em.	(17)	
F.O.	(4)	Fact-opinion
Soc.	(4)	Social forces influencing character
Soc.	(5)	
Soc.	(6)	
Soc.	(7)	
Ev.	(4)	Evaluation of different view points
Ev.	(5)	
P.S.	(4)	Problem solving

Sequence, page 210

Se.	(21)	
Se.	(22)	
Se.	(23)	

Elements of Style, page 211-212

P.P.S.	(1)	Poetry and prose study
F.L.	(9)	Figurative Lang. - Sensory images
F.L.	(10)	
F.L.	(11)	
A.P.	(2)	Author's purpose
Plot	(2)	Plot Structure
Plot	(3)	

Classification, page 213-214

Cl.	(14)	
Cl.	(15)	
Cl.	(16)	
Cl.	(17)	
Cl.	(18)	
Cl.	(19)	
Cl.	(20)	
Cl.	(21)	
Cl.	(22)	

Purposeful Reading, page 215

I.A.	(5)	Inquiring attitude
Sk.	(2)	Skimming

Skill and Concepts, continued - Level 8

ORAL COMMUNICATION (Yellow Pages)

Dramatics, page 217

Dr. (9)
Dr. (10)

Listening, page 218

Li. (17)
Li. (18)

Speaking, page 219

Sp. (35)
Sp. (36)
Inter. (5) Interviewing

WRITTEN COMMUNICATION (Blue Pages)

Creative Writing, page 221-222

C.W. (36)
C.W. (37)
C.W. (38)
C.W. (39)
C.W. (40)
C.W. (41)
C.W. (42)
C.W. (43)
C.W. (44)
C.W. (45)

Expository Writing, page 223

Exp. (14)

Mechanics, page 224-225

Me. (26)
Me. (27)
Me. (28)
Me. (29)
Me. (30)
Me. (31)
Me. (32)
Me. (33)
Me. (34)
Me. (35)
Me. (36)

Handwriting, page 226

Ha. (20)

Skill and Concepts, continued - Level 8

Spelling, page 227

Sp. (22)
Sp. (23)
Sp. (24)
Sp. (25)
Sp. (26)

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AUDITORY DISCRIMINATION

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Accent 8 A. (8)	Given words spelled alike but with a shifting accent, the student will write each word in sentences of his own.	pŕoject project́ cónduct conduct́ pérmit permit́

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inflected and Derived forms		
8 In. (41)	Given a group of words containing a specific variety of prefixes and suffixes, the student will find the prefix or suffix in each word. The prefixes and suffixes to be included are: mis, be, super, co, counter, action, ry, hood, age, ism, ster, ist, ive, ative, ary, ery, force, end, an, ian, ward, ship.	Underline the prefix or suffix in the following words: misbehavior coauthor forward friendship brotherhood counter clockwise gangster
8 In. (42)	Given numerical suffixes, the student will tell the meanings.	forty, fourteen, fourth, fortieth
8 In. (43)	Given pronouns on a chart showing inflection, the student will write sentences using the correct form of the pronoun.	her hers him his their theirs who whose our ours mine one's
Possessives		
8 Pos. (9)	Given examples for possessive inflection of nouns, the student will recognize the pattern and write possessives for given words.	Mark's Men's man's foxes' fox's dentists' dentist's

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
History and Science of the Language		
8 H.S. (5)	Given pairs of sentences, the student will make transformations that end with compound subjects or compound predicates or both.	John went to the beach. I went to the beach. John and I went to the beach. Girls are good swimmers. Girls are good divers. Girls are good swimmers and divers.
8 H.S.(6)	Having read a selection, the student will relate regional differences in pronounciation commonly used in various locations.	
Origin of Words		
8 O. (3)	Given words that originate from foreign languages, the student will show recognition by labeling them.	
8 O. (4)	Given prefixes of Latin origin, the student will identify the origin and tell the meanings.	con L. - with ject L. - throw duc, duct L. - lead ten L. - hold

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Bibliography 8 Bib. (3)	Given the form of a bibliography, the student will construct a bibliography on a given topic.	Sample form: Schiller, A., Monroe M., Nichols, R., Jenkins, W., Huck, Co., Language and How to Use It, Scott, Foresman and Co., Glenview, Il., Book 6, 1969, p. 108-118
Book Parks 8 B,P, (7)	Using the glossary, the student will determine the pronounciation and meaning of foreign or English words found in his reading.	
Using the dictionary 8 Dic, (21)	Using the dictionary and given a list of words, the student will note the language origin and write the abbreviation for that language.	Write the abbreviation for the language origin of the following words: chauffeur, siesta, meteor, picnic, barbecue, theater, unique, theory, photo, kindergarten
Library 8 Lib. (7) 8 Lib. (8)	Using the card catalog, the student will locate A-V material to be used for a report. Using the card catalog, the student will locate all available reading material to be used for reporting or reading.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Reference books 8 Ref. (10)	Given the form for bibliography, the student will find information on any given topic, and list the sources in bibliographic form.	Book--Author, Title (underlined), Place of Publication, Publisher, Date, Pages Encyclopedia--Author, Title of Article (in quotation marks), Name of Encyclopedia (underlined), Edition (year), Volume, Pages Magazines--Author, Title of Article (in quotation marks), Name of Magazine (underlined), Volume, Number, Pages, Date

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Main Idea 8 M. I. (12)	Given several short, unrelated paragraphs and a choice of three main ideas after each one, the student will underline the best choice.	
8 M.I. (13)	Given a selection to read, the student will list the main idea and specific details.	
Details 8 Det. (3)	The student will recall details by writing answers to specific questions over what has been read.	Have each pupil locate a descriptive passage and illustrate it. Let him show his illustration to the class; ask the group to identify the part of the story that is illustrated.
Summarizing 8 Sum. (4)	The student will summarize main ideas from reading by writing in list form the qualities of the individual, the events in the story that were most significant.	
8 Sum. (5)	After reading a selection, the student will re-tell or summarize the story or selection in his own words.	
Recognizing Paragraphs 8 Par. (3)	Given a reading selection, the student will write a paragraph on how the title relates to the main idea.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Topic Sentence		
8 Top. (3)	Given several short, unrelated paragraphs, each one vaguely describing a different activity, and three closely related activities as choices after each paragraph, the student will underline the best choice.	
8 Top. (4)	Given several paragraphs to read, the student will underline the topic sentence in each.	
Outline or Chart Form		
8 Ou. (3)	Given an outline assignment, the student will summarize and organize the main and subordinate ideas or a reading selection by writing a list of main topics and sub-topics. (in 2 stage outline form)	I. Main topics A. Sub-topics
8 Ou. (4)	Having read an expository selection or several of them, the student will write a summary and organize it in chart form.	Make lists or categories, outline, graphs or any chart form for presentation.
8 Ou. (5)	Given an expository selection, the student will construct a simple outline of the material.	Language and How To Use It. Book 6 p. 180-181
Note taking		
8 N. (3)	The student will use his powers of observation by viewing a scene for an abbreviated amount of time and immediately after, write in list form everything he remembers.	Using a tray of several unrelated objects, the student will try to recall the objects after a short game. Also try the commercial game, Eye Witness.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Context 8 C. (17)	Using context in a selection, the student will underline the synonyms, antonyms, and homonyms.	
8 C. (18)	Using context clues, the student will tell the meanings of words he does not know.	
8 C. (19)	Given three very similar word choices for each of several sentences containing an omission, the student will fill in the blank with the proper choice.	
8 C. (20)	Given one syllable of a compound word and the word's definition, the student will use context and structural analysis to find and write the other part of the compound word.	
8 C. (21)	Given a paragraph where words with several possible meanings are underlined, the student will use context to identify the appropriate dictionary definition by entry number.	To <u>ice</u> the cake, you must have the whipping cream <u>ice</u> cold. 1. Def. 5 2. Def. 2

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Comprehension 8 Compr. (5)	After reading a selection, the student will answer questions on comprehension with 90% accuracy.	
Perceiving Relationships 8 P.R. (24)	Given a selection to read, the student will write inferences made and support the inferences with details.	
8 P.R. (25)	Given a story, the student will link orally, the content with his personal experiences.	Think and Do Book 6 p. 102,104
8 P.R. (26)	Given a list of several events from a story, and a separate list containing the reason for each event's occurrence, the student will draw a line from each event to its proper cause.	Think and Do Book 6, p. 17,18,19
8 P.R. (27)	Having read a selection and participated in a discussion, the student will orally identify any false generalizations and support his identification by facts.	
8 P.R. (28)	Asked to re-evaluate the paragraph he wrote making inferences about a selection prior to reading it, the student will write another paragraph identifying those inferences as needing to be changed, omitted or left the same.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sensing Emotional Reactions		
8 Em. (13)	Given an appropriate selection of reading material, the student will describe each one in writing with such one word descriptions as happy, sad, mysterious, adventurous, tense, scarey, humorous and the like.	
8 Em. (14)	Given a list of characters in a story and a separate list of adjectives describing emotional feelings or reactions, the student will match each character with an adjective.	
8 Em. (15)	Given several selections to read, the student will identify and list different moods.	
8 Em. (16)	Having read a selection, the child will identify the personal traits of story characters by listing traits or selecting from a list.	
Fact Opinion: fact-fiction		
8 F.O. (5)	Given several sentences, the student will mark those which are factual and those that are opinion.	Sample: Boys are always faster runners than girls. Mark is the fastest runner in his class.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Social Forces influencing character		
8 Soc. (4)	Given a separate list of characters and events in a particular story, the student will write under the event, those characters involved in each.	
8 Soc. (5)	Given a list of characters and a description of the function each character had in the story, the student will draw a line from each character to his proper function.	
8 Soc. (6)	Given an oral description of several separate sets of circumstances and the name of a character from a story just read by all, the student will describe in writing how and why he thinks characters mentioned would have acted.	
Evaluation of Different Viewpoints.		
8 Ev. (6)	Given different accounts of the dame subject or event from two authors, the student will write the proper author's name after each of several sentences representing a mixture of the opinions of both authors.	
8 Ev. (7)	Given several short paragraphs with author's purposes such as: present a moral, give an opinion, entertain, introduce, persuade and the like, the student will pair each	

(continued)

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
8 Ev. (4) continued -----	paragraph with the choice that best describes the author's purpose.	
Problem Solving 8 P.S. (4)	Having read a selection, the student will identify the problem to be solved and outline steps in writing to solve that problem.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sequence		
8 Se. (21)	Given several sentences each one describing two happenings, the student will underline in each one that event which happened first and leave blank those sentences where both events happened simultaneously.	Open Highways - 6, Think and Do P. 113
8 Se. (22)	Given a list of related events in no particular order, the student will re-write the list putting the events in their natural order of occurrence.	
8 Se. (23)	After reading directions, the student will follow them independently.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Poetry & Prose Study 8 P. & P.S. (1)	After reading a selection, the student will note examples of persuasion, understatement, informal language, play on words, symbolism, personification, metaphor, satire.	
Literary Models 8 L.M. (1)	Having read from a Literary Model, use the pattern to write a sample of your own.	Language and How To Use It, Book 6 pages 113 - 118
Figurative Language 8 F.L. (9)	After being exposed to poetic license and figurative language, the student will discuss its use and purpose.	
8 F.L. (10)	Given several sentences from a selection each of which contains imagery, the student will underline those words which make the sentence particularly rich and descriptive.	Open Highways, Book 6 "Gertrude" by Brooks page 254 Calvalcades, Book 6 page 190 "Wind-Wolves" by Sargent
8 F.L. (11)	Given several sentences which contain figurative exaggerations and expressions, the student will rewrite the sentences for its implied rather than literal meaning.	Calvalcades, Book 6 "Saint Georgr and The Dragon" by Noyes page 323

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Author's Purpose 8 A.P. (2)	Given a selection to read, the student will suggest the author's purpose.	Open Highways, Think and Do Book 6 page 143 Calvalcades Think and Do Book 6 page 95
Plot 8 Plot (2)	Having read a selection, the student will compare orally the point of view of the selection with others read.	Open Highways, Book 6 pages 89-91 Workbook, page 43 Calvalcades, Book 6 pages 75-83 Think and Do Book, page 19
8 Plot (3)	Given several short stories to read, the student will write down whether we are seeing the story through the eyes of an impartial narrator, or a character in the story, and the latter's name when such is the case.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Classification		
8 Cl. (16)	Given a list of several sentences, each containing a pair of homonyms, the student will draw a line under each pair.	
8 Cl. (17)	Given a list of words containing pairs of synonyms in no particular order, the student will rewrite the list so that each word is followed by its synonym.	
8 Cl. (18)	The student will pair up words with their proper opposite when confronted with a list of a mixture of both.	
8 Cl. (19)	Given a list of general headings and a second list containing a mixture of related specifics, the student will list each under its appropriate form.	
8 Cl. (20)	The student will first name all the characters in a particular story and then 1) categorize them into main and supporting, or 2) list them in order of their importance.	
8 Cl. (21)	Given words that are antonyms, the student will identify the correct meaning by discriminating the spelling and context clues.	
8 Cl. (22)	Given words that are synonyms, the student will identify the correct meaning by discriminating the spelling and context clues.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
8 Cl. (23)	Given words that are homonyms, the student will identify their correct meaning by discriminating the spelling and context clues.	
8 Cl. (24)	The class will use either who, where, what, when or why in describing each of several phrases given, which requires a variety of the responses to be used.	The class, using a story from their reading book, will look for phrases to fit these categories: who, where, what, when, why. Ex: who (in charge of the group) where (along the highway) what (to haul supplies) when (in a few years) why (because it has rained)

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inquiring Attitude 8 I.A. (6)	Given time to examine only the title and/or pictures in a particular selection, the student will write a short paragraph anticipating the nature of the selection.	
Skimming 8 Sk. (3)	The student will skim for a specific purpose by glancing through a story or article given considerably less time than necessary to read it, and write the answers to several questions relating to that specific purpose.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics		
8 Dr. (9)	After reading a story, the student will pantomime a specific action or interaction from the story.	
8 Dr. (10)	After reading a story, the student will construct a skit or play from that story.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Listening		
8 Li. (17)	Given the opportunity to hear a story, the student will describe the sights, sounds, smells and any other sensory recollections he has.	Suggest a story taking place in a home where bread is being baked in a hot kitchen, the phone rings incessantly, and there are footprints of flour from place to place.
8 Li. (18)	Given a tape recording or advertising or general conversation, the student will listen for and report on propaganda such as exaggeration and misleading statements.	Listen for: 1. Bandwagon (Thousands of people all over the country are changing to-) 2. Testimonial (Popular ball players always use-) 3. Vague claim or promise (Shop here for low prices and high fashion-) 4. Repetition 5. Catchy slogans or rhymes. 6. Emotional words (Luscious, self-cleaning, tremendous savings.) 7. Biased for or against. Read critically by asking: 1. What does the writer want to persuade me to think? 2. Does he give good reasons or facts to support his view?

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking		
8 Sp. (35)	Given a topic to research, the student will prepare and present a speech on this topic.	After researching the given topic, the student will organize the material in outline form and present the speech.
8 Sp. (36)	Given a selection to read orally, the student will interpret the dialogue by bodily expression and intonation.	
Interviewing		
8 Intv. (5)	Given the opportunity to contact people in the school and neighborhood, the student will interview people about their jobs, return to class and give a report and evaluate the interviews.	Using Language and How To Use It, Book 6 page 184-185, prepare for the interview by getting sample questions. Note the questions asked on TV interviews. As an activity, you might assign several different interview shows and have different students report on different interview sessions and questions. Survey and compare findings.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Creative Writing		
8 C.W. (36)	Given a list of picturesque word samples, and a title, the student will write a descriptive poem.	Language and How To Use It, Book 6 pages 156-158
8 C.W. (37)	Given a list of picturesque words and a title for a descriptive paragraph, the student will write a paragraph about a sensory experience.	Sounds of Morning, Smells in the Kitchen. Also see pages 13-17, 142-145 in Language and How To Use It, Book 6
8 C.W. (38)	Given a list of picturesque words and a group of incomplete phrases, the student will select and write a word that fits into each phrase.	
8 C.W. (39)	Given a literary selection as a model, the student will write a description of a real person he has known.	See pages 108-111.
8 C.W. (40)	Given a literary model, the student will write a paragraph describing the shape of something including all important details.	See pages 113-118.
8 C.W. (41)	Given the idea of point of view of an author, the student will write a paragraph or story from an unusual point of view.	Digging for worms from the point of view of the worm or shovel. See page 21 of the of the text.
8 C.W. (42)	The student will write a biography of a person he admires or that he thinks is a striking person.	Pages 108-111, Language and How To Use It, Book 6
8 C.W. (43)	Given the opportunity to write, the student will keep a journal or diary for at least a week and share it with his teacher only if that is his desire.	Language and How To Use It, Book 6 Pages 78-83

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
8 C.W. (44)	Given the opportunity to write, the student will write a short mystery where the problem is solved by means of deduction.	Pages 55-61, Language and How To Use It, Book 6
8 C.W. (45)	The student will write a poetic thought in the shape that resembles the subject.	Language and How To Use It, Book 6

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Expository Writing 8 Exp. (14)	Using a geographical area from social studies, the student will write a descriptive setting for a story.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics		
8 Me. (26)	Given two simple sentences, the student will transform them to a compound sentence using a comma.	Language and How To Use It, Book 6 Pages 90-94
8 Me. (27)	Using an outline and notes prepared by the student, the student will write a report.	
8 Me. (28)	Given a group of transitional words, the student will write several paragraphs linking them with transitional words or phrases.	Book 6, pages 130-137 and 149.
8 Me. (29)	Given a sentence with a noun of direct address, the student will write the sentence using a comma or commas to set off the noun of direct address.	Book 6, page 175
8 Me. (30)	Given a rule for the use of the comma, colon and semi-colon, the student will punctuate sentences.	Book 6, pages 173-176
8 Me. (31)	Given sample dates and locations, the student will set off the parts of each with commas.	Book 6, page 176
8 Me. (32)	Given a sentence with an interruption, the student will set off the interruption with commas.	Book 6, page 175 Mary, of course, will be gone.
8 Me. (33)	Given the form of a personal letter, the student will select a real or imaginary person to write to and will write a letter.	
8 Me. (34)	Given a topic to research, the student will look for information in two or more sources and construct a bibliography.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
8 Me. (35)	Given a list of descriptions of categories in literature, such as fables, myths and legends, and a corresponding list of the categories, the student will match them.	
8 Me. (36)	Given examples of correct endmarks of punctuation and punctuation within sentences the student will observe correct usage.	Taking a piece of poetry or prose with no capitalization or punctuation, the student should supply what is missing. Language and How To Use It, Book 6 pages 177-179

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting 8 Ha. (20)	Having improperly formed a letter in a content area, the student will agree with the teacher on a correction contract.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Spelling		
8 Spell. (22)	Having misspelled a word from a previous word list in his daily work, the student will add it to his current list.	
8 Spell. (23)	Given the need for spelling an extra or unusual word, in creative writing or other subject areas, the student will either look the word up or seek help from the teacher and add it to his current list.	
8 Spell. (24)	Given a list of frequently used words, the student will study and spell correctly when tested.	
8 Spell. (25)	Given a paragraph from dictation, the student will write it, spelling and punctuating it correctly.	
8 Spell. (26)	Given a list of frequently used words, the student will write them correctly in daily work.	

LEVEL 9 - SCOPE AND SEQUENCE CHART

SKILLS AND CONCEPTS

DECODING (Green Pages)

Structural Analysis, page 233 - 238

In.	(43)	Inflected and derived forms
In.	(44)	
In.	(45)	
In.	(46)	
In.	(47)	
In.	(48)	
In.	(49)	
In.	(50)	
In.	(51)	
In.	(52)	
U.	(8)	Usage
U.	(9)	
U.	(10)	
H.S.	(7)	History and Science of Lang. Reg. Diff.
H.S.	(8)	
H.S.	(9)	

Oral Fluence, page 239

Ex.	(1)	Expression

Study Skills, page 240

Dic.	(22)	Dictionary
Dic.	(23)	
Dic.	(24)	
R.B.	(11)	Reference books

CRITICAL READING (Pink Pages)

Getting the Basic Concept, page 241

M.I.	(14)	Main idea
Det.	(4)	Details
Sum.	(6)	Summarizing
Ou.	(6)	Outline or chart form
M.S.	(4)	Using multiple sources

Context, page 242

C.	(22)	

Interpretation, page 243 - 244

Compr.	(8)	Comprehension
P.R.	(29)	Perceiving relationships
P.R.	(30)	
P.R.	(31)	
F.O.	(5)	Fact-opinion
Ev.	(6)	Evaluation of different view points
Ev.	(7)	
P.S.	(5)	Problem solving

Skills and Concepts, continued - Level 9

Sequence, page 245

Se. (24)

Elements of Style, page 246 - 247

P.P.S. (2) Poetry and prose study
L.M. (9) Literary models
Hu. (3) Humor
Hu. (4)
Plot (4) Plot structure
Plot (5)
Plot (6)

Purposeful Reading, page 248

I.A. (6) Inquiring attitude
I.A. (7)
Proof (1) Proof reading

ORAL COMMUNICATION (Yellow Pages)

Dramatics, page 249

Dr. (11)

Listening, page 250

Li. (19)
Li. (20)
Li. (21)

Speaking, page 251

Sp. (37)
Inter. (6) Interviewing
Inter. (7)

WRITTEN COMMUNICATION (Blue Pages)

Creative Writing, page 253

C.W. (46)
C.W. (47)
C.W. (48)
C.W. (49)
C.W. (50)
C.W. (51)

Expository Writing, page 254

Exp. (15)
Exp. (16)
Exp. (17)

Skills and Concepts, continued - Level 9

Mechanics, page 255 - 256

Me. (37)
Me. (38)
Me (39)
Me. (40)
Me. (41)
Me. (42)
Me. (43)
Me. (44)
Me. (45)
Me. (46)
Me. (47)
Me. (48)
Me. (49)
Me. (50)
Me. (51)

Handwriting, page 257

Ha. (21)

Spelling, page 258

Sp. (27)
Sp. (28)
Sp. (29)
Sp. (30)
Sp. (31)

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inflected and Derived forms		
9 In. (44)	Given a series of sentences in a non-existent language, the student will analyze the structure and discover and write the use of the prefixes and suffices.	The grunest garbler sluiced his omes framingly.
9 In. (45)	Given samples of a non-existent language, the student will examine singular and plurals and write a description of the pattern.	The ote elegonfits jituped blog the wontz mojedtozes.
9 In. (46)	Given words with affixes, the student will analyze the words and write the meanings of the root and each affix.	Submarine - sub - under, marine - water
9 In. (47)	Given several root words, the student will use the dictionary to locate and list other words with the same root.	state - statement, stately port - import, export, portage
9 In. (48)	Given an inflected word, the student will use the dictionary to find and name the root	
9 In. (49)	Given a group of inflected words and using structural analysis, the student will write an explanation for the various meanings of English words in different structures.	happy, happiness, unhappy, happily
9 In. (50)	Given derivation examples, the student will write verbs derived from nouns.	association, associate answer, answered
9 In. (51)	Given derivational examples, the student will write adjectives from nouns.	loyalty - loyal

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inflected and Derived forms - continued		
9 In. (52)	Given derivation examples, the student will write adverbs from adjectives.	happy - happily
9 In. (53)	Given derivation examples, the student will write verbs from adjectives.	fat - fatten
Usage		
9 Us. (10)	Given a series of sentences with the past tense of the verb and/or the past participle form of the verb underlined, the student will answer questions in writing showing the recognition of irregular verbs, pronunciation, and the base forms.	Underline the past tense of the verb in the sentence or the past participle and write the base form. She drank some tea. drink He had drunk milk. I did my homework. did I have done my homework.
9 Us. (11)	Given several homographs in context, the student will read the sentences to show by proper inflection knowledge of their meanings.	Read the sentence aloud to show meaning. Yesterday he read the newspaper. I will read the newspaper. Did you do your project? Project your arm out of the spacesuit.
9 Us. (12)	Given several homonyms, the student will construct sentences to demonstrate their meanings.	Write sentences showing the meaning of the following words: led, lead red, read hall, haul bored, board
History and Science of the Language		
9 H.S. (7)	Given sentence patterns, the student will compose using the basic patterns.	1. NP + Vt + NP Tom asks many questions. 2. NP + Vi Tom ran. 3. NP + Vi + Adv Tom ran upstairs

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
History and Science of the Language - contd.		4. NP + VL + NP Tom seems to be a great captain. 5. NP + be + NP Tom is a good swimmer
9 H.S. (8)	Given English sentences to analyze, the student will analyze and explain the characteristics such as: 1. Always a subj. & pred. 2. Pred. has tense and a verb. 3. Subject always in a noun phrase. 4. Verb may be part of a verb group	Label the subj. with one line, the predicate with a dotted line and mark NP and put 2 dotted lines under main verb. NP The old horse has been struggling long. – – – – – –
9 H.S. (9)	Given samples of a non-language, the student will examine parts of sentences.	Underline the subject with one line, the predicate with a dotted line. One goddle surpled daily.
9 H.S. (10)	Given ungrammatical sentences, the student will tell the cause for the ungrammaticality.	She wanted to go with. He don't want no ice cream.
9 H.S. (11)	Given English sentences, the student will determine the patterns and list the various formulae for the patterns.	Label the sentences according to sentence patterns. He sneaked quietly. NP + be + NP Seventh graders planned parties. NP + V_t + NP People sometimes seem unhappy. NP + V_l + adj. He is the president. NP + be + NP
9 H.S. (12)	Given a set of simple sentences and a list of coordinating conjunctions, the student will rewrite these using the conjunctions thereby transforming them to compound sentences.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
History and Science of the Language - contd.		
9 H.S.(13)	Given sentences with restrictive, relative and nonrestrictive clauses, the student will label each after studying patterns of the same.	The boy, who won the contest, was George. - restrictive Any boy who wins will receive a prize. - non-restrictive This is the car which she bought. - relative
9 H.S.(14)	Given pairs of sentences and a list of subordinating conjunctions, the student will transform the sentences to complex sentences using the proper punctuation.	while — It rained. if — I ran. during — While it rained, I ran.
9 H.S.(15)	After explanation of dependent and independent clauses, given sentences containing clauses, the student will underline the clauses and label them properly.	
9 H.S.(16)	Given basic punctuation rules for clauses, the student will construct sentences and punctuate them correctly.	Many suffered, and some were injured in the accident.
9 H.S.(17)	Using observation of sentences, including appositives, the student will underline the appositives and note the appropriate punctuation.	My friend, Mr. Weatherly, drove the race car.
9 H.S.(18)	After studying appositives and their punctuation, the student will write sentences of their own using appositives.	
9 H.S.(19)	Given a sentence, the student will transform it into a question.	The package is on the desk. Is the package on the desk?

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
History and Science of the Language - contd.		
9 H.S.(20)	Given a sentence, the student will transform it into a negative sentence.	The package is on the desk. The package is not on the desk.
9 H.S.(21)	Given several active sentences, the student will transform them into passive sentences.	Daisynauts flew spaceships. The spaceships were flown by daisynauts.
9 H.S.(22)	Given a pair of sentences, the student will transform each pair into a sentence with a relative clause.	We saw the horse. The horse was a champion. We saw the horse which was a champion.
9 H.S.(23)	Given the pattern for adjectives and adverbs and a large group of words, the student will group the words into the two categories.	Show er, est, ly endings and placement of adjective and adverb.
9 H.S.(24)	Given expanded noun phrases in sentences, the student will write relative clauses to explain the meanings of adjectives in the noun phrases.	a. The man designed the car. b. He won many prizes. c. The man who designed the car won many prizes.
9 H.S.(25)	Given a series of sentences, the student will write expanded noun phrases.	A girl was dancing. A beautiful, agile girl was dancing.
9 H.S.(26)	Using the lesson that the student has constructed for participial phrases, the student will write examples of sentences including participial phrases.	a. The storm looks violent. b. The storm that is looking violent is from the north. c. The storm looking violent is from the north.
9 H.S.(27)	Observing sentences given, the student will underline faulty parallelisms and rewrite the sentences given.	Carla both studied last night and this morning. Those plants must be either watered or they will die.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
History and Science of the Language - contd. 9 H.S.(28)	Given a series of sentences with direct objects and indirect objects, the student will analyze these sentences and construct original sentences using direct and indirect objects.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Expression 9 Ex. (1)	Give a drama to read. The student will participate by reading orally that drama with expression.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Using the Dictionary		
9 Dic. (22)	Given a series of words randomly listed, the student will arrange and write them in alphabetical order in a given length of time.	As a relay, see who can rewrite these words in alphabetical order with the greatest correctness and least time: engineer, queen, enjoy, gymnasium, latitude, strengthen, strawberry, decorative, afternoon, underweight
9 Dic. (23)	Using a dictionary, the student will write the root words found within other words or use the root words as a means of finding other words.	Using the dictionary, write the root word for each of the following: phonograph — suffer evident — perfect rejection — dictate inspector — portable manufacture — produce subscribe Using the above words find another word using the same root as each of the above.
9 Dic. (24)	Using a biographical dictionary the student will become familiar with this as a source of information.	Using the guide words (in the biographical dictionary) Harrington -- Harris, give the first and last names of the people listed between those guide words.
Reference Books		
9 Ref. (11)	Given a title to research, the student will locate and list references using the Reader's Guide to Periodic Literature.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Main Idea 9 M.I. (14)	After reading part of a selection, the student will suggest a possible outcome.	
Details 9 Det. (4)	Given a selection to read, the student will differentiate between the relevant and irrelevant facts.	
Summarizing 9 Sum. (6)	Given a selection to read, the student will discuss the plot in light of his own personal experience.	
Outline or Chart form 9 Ou. (6)	Given a group of related topics, the student will organize these topics in full outline form.	I. Main topics A. Sub-topic 1. Detail a. Sub-detail
Using Multiple Sources 9 M.S. (4)	Given a topic to research, the student will read from several sources, take notes and organize them into full outline form.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
9 C. (23)	Given a selection to read, the student will paraphrase orally or in written form.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Comprehension 9 Compr. (6)	Given a selection to read, the student will answer questions on comprehension with 90% accuracy.	
Perceiving relationships 9 P.R. (29)	Given a selection to read, the student will draw logical conclusions orally or in writing from what has been read.	"The Otter's Tale" - Dimensions Guide Book P. 25-26
9 P.R. (30)	Given a story, the child will link orally the context to his personal experiences.	
9 P.R. (31)	Given selections to read, the student will discuss the relationships (time, space, cause and effect).	See Dimensions - P. 164-178 "The Marvelous Stamps From El Dorado" and Guide Book - P. 91
Fact-opinion: Fact-fiction 9 F.O. (6)	Given several selections, the student will read and differentiate orally, fact from opinion.	"Exploring the Silent World" - Dimensions Guide Book - P. 49
Evaluation of Different Viewpoints 9 Ev. (6)	Given a selection to read, the student will evaluate the author's work in light of information about the author and his environment.	Dimensions, p. 105-113, used with p. 53 of Guidebook

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
9 Ev. (7)	Given selections to read, the student will, in discussion or in writing, evaluate the actions and speech of the characters by listing qualities implied or stated concerning these characters.	"The Height of A Man" P. 187-198 Dimensions and P. 103 in accompanying Guidebook
Problem Solving 9 P.S. (5)	Given a slection to read, the student will show his recognition of the problem to be solved in the selection and methods of solution.	Using - Language and How to Use It P. 17-18 and 204-205

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sequence 9 Se. (24)	Given a selection or book to read, the student will list events in the order of their occurrence.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Poetry & Prose Study 9 P. & P.S. (2)	Given many slections to read, the student will show in writing his recognition of such literary terms as simile, personification, metaphor, hyperbole, omomatopoeia, and imagery.	See, Dimensions, book 7, Guidebook for reference
Literary Models 9 L.M. (10)	Given a selection to read, the student will identify the various literary types orally and in writing.	Compare essay, short story, kinds of poetry, novel biography, folk tale, parody tall tale, science fiction
9 L.M. (11)	Having read a selection, the student will identify regional differences in pronounciation commonly used as a literary tool.	
Humor 9 H. (3)	Using a literary selection, the student will be able to recognize by show of facial expressions, humor in literal meaning of figurative language.	"Father William" - Dimensions pages 156-157, also Guidebook pages 84-85
Plot 9 Plot (4)	Given a literary selection, the student will distinguish in writing or orally the point of view used.	"Gifts of the Sea" - Dimensions pages 413-429, Guidebook, pages 178-179

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
9 Plot. (5)	Given many selections to read, the student will show his knowledge of methods of characterization by quoting examples showing the method.	"The Perfect Bait" Dimensions, pages 119-124 - Guidebook, pages 64 and 65
9 Plot (6)	Given a literary selection to read, the student will discuss the function of elements such as plot, setting, characterization, tone and style and symbolism.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Inquiring Attitude		
9 I.A. (7)	Given the opportunity to select and read, the student will be expected to select and read books from the library.	
9 I.A. (8)	Given specific information to find within a reading passage, the student will skim the material and identify its location.	
Proof Reading		
9 P.R. (1)	Using the material he has written or something written by other students, the student will proof read for correction of ideas.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics 9 Dr. (11)	After reading a play or poem, the student will participate in an oral interpretation of the same.	Using the TV play, "The Pharmacist's Mate", found in Projections, the student will read the play, discuss the author's handling of suspense and participate in some way in the presentation.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Listening		
9 Li. (19)	Given a story on record or tape, the student will listen and answer questions concerning the story.	There are many recordings of famous short stories. Check the resource room.
9 Li. (20)	Given the opportunity to hear discussions and presentations, the student will listen and contribute orally when called upon.	Using the suggestions for organizing a club, giving reports and holding a meeting, the students could hold a mock UN meeting letting each student represent a country they are studying in social studies. Language and How To Use It. P. 54-62
9 Li. (21)	Given several statements including fact and opinion, the student will research the statements to determine whether they are fact or opinion.	Using commercial advertising on radio or TV, the student can listen and write statements and label them as fact or opinion.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking 9 Sp. (37)	Given an example of and rules for parliamentary procedure, the student will participate in a mock meeting.	Same activity as used for 9 Li. (20)
Interviewing 9 Inter. (6)	Given a sample interview to read, the student will analyze the procedure and conduct one of his own.	Use, Language and How To Use It, P. 198-202
9 Inter. (7)	Given the opportunity to contact people in the school, and the neighborhood, the student will interview people about their opinions on some subject, and return to class and give a report and evaluate the interview.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Creative Writing		
9 C.W. (46)	Given samples of poetry, the student will analyze the pattern and create original samples of the pattern.	Diamantes can be a pleasant activity for this. See pages 67-69 in Language and How To Use It, Book 7.
9 C.W. (47)	Given a series of literary selections, the student will determine the use of sensory images and write descriptive paragraphs using sensory words.	Excellent examples are found on pages 108 -111 of Language and How To Use It.
9 C.W. (48)	Using figurative language, the student will write descriptive paragraphs.	
9 C.W. (49)	Given an explanation of a pun, the student will write the meaning of the word involved in the play on words.	
9 C.W. (50)	Given a series of humorous selections, the student will discover the homophones and puns, and create original ones by writing a given series of sentences.	
9 C.W. (51)	After viewing pictures for inspiration, the student will write a short composition.	See pages 324-325 in Language and How To Use It, Book 7.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Expository Writing		
9 Exp. (15)	Given an unfinished story with a problem to solve, the student will write an ending to the story solving the problem.	
9 Exp. (16)	After reading a given literary selection, the student will write a review based upon his personal reaction to the selection.	
9 Exp. (17)	Given samples of connective words or phrases, the student will write a composition using them.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics		
9 Me. (37)	Given a sentence with an appositive, the student will set off the appositive with commas when needed.	
9 Me. (38)	Given a writing assignment, the student will vary the length and pattern of his sentences.	
9 Me. (39)	Given two simple sentences, the student will combine them to make a compound sentence using a comma or semi-colon.	See Language and How To Use It, Book 7 pages 244-246, 290-300, 247-248
9 Me. (40)	Given a sentence with a non-restrictive clause, the student will set the clause off with commas.	See Language and How To Use It, Book 7 pages 208, 209, 214, 220
9 Me. (41)	Given a sentence with a subordinate clause, the student will rewrite the sentence punctuating it with commas.	See Language and How To Use It, Book 7, page 302-308
9 Me. (42)	Given a paragraph containing several simple sentences, the student will rewrite it making some compound and some complex sentences and punctuate them properly.	
9 Me. (43)	Given added rules for quotation marks, titles, and single quotes, the student will write examples illustrating each rule.	See Language and How To Use It, Book 7, page 349-350
9 Me. (44)	Given rules for the use of dashes and hyphens, the student will construct sentences using them.	Language and How To Use It, Book 7 pages 345-346
9 Me. (45)	Given a sentence with an exclamation such as "yes" or "no" at the beginning, the student will punctuate it with a comma.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
9 Me. (46)	Given the rules for the use of the colon, the student will write sentences giving examples of each rule.	See Language and How To Use It, Book 7 page 341
9 Me. (47)	Using editors marks, the students will proofread and mark each others papers.	Editors marks can be found in the text pages 223,227. An activity suggestion might be to assign a number to each writer and create a proof reading pool. The writer then completes his composition, proof reads it and proof reads someone else's paper. A class may proof read one paper using an overhead projector.
9 Me. (48)	Given a business letter and envelope, the student will analyze the form and write an original letter according to the form in the given letter.	See Language and How To Use It, Book 7 page 196-197. Perhaps on a ditto the teacher could make the form of an envelope on one side and have the student write the letter on the other side. It is also advisable to teach the correct method of folding paper to put into the envelope.
9 Me. (49)	Given samples of the figures of speech: simile, metaphor, alliteration, personification and hyperbole and selections including these, and some selections without them, the students will discuss the selections and determine their interest preference.	Language and How To Use It, Book 7 pages 136-146
9 Me. (50)	Given an example of poor writing, the student will delete vague modifiers, redundancies, and unnecessary or pointless information and create a new paragraph.	
9 Me. (51)	Given an oral presentation or written material, the student will take notes to be used for a written or oral report.	

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting 9 Ha. (21)	Having improperly formed a letter in a content area, the student will agree with the teacher on a correction contract.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Spelling		
9 Spell. (27)	Given a list of frequently used words, the student will study and spell them correctly when tested.	
9 Spell. (28)	Given a list of frequently used words, the student will study and spell them correctly in his daily work.	
9 Spell. (29)	Having misspelled a word from a previous word list in his daily work, the student will add it to his current list.	
9 Spell. (30)	Given a paragraph from dictation, the student will write it, spelling and punctuating correctly.	
9 Spell. (31)	Given the need for spelling an extra or unusual word, in creative writing or other subject areas, the student will either look up the word or seek help from the teacher and add it to his current list.	

LEVEL 10 - SCOPE AND SEQUENCE CHART

SKILLS AND CONCEPTS

DECODING (Green Pages)

Structural Analysis, page 263

H.S.	(10)	History and Science of Langu., Reg. Diff.
H.S.	(11)	
H.S.	(12)	
H.S.	(13)	

Study Skills, page 264

Dic.	(25)	Dictionary
Dic.	(26)	

CRITICAL READING (Pink Pages)

Getting the Basic Concept, page 265

M.I.	(15)	Main idea
Top.	(5)	Topic sentence
Ou.	(7)	Outline or chart form
M.S.	(5)	Using multiple sources

Interpretation, page 266 - 267

P.R.	(32)	Perceiving relationships
P.R.	(33)	
P.R.	(34)	
P.R.	(35)	
Ev.	(8)	Evaluation of different view points
Ev.	(9)	
Ev.	(10)	

Sequence, page 268

Se.	(25)	

Elements of Style, page 269

F.L.	(12)	Figurative lang., Sensory images
Plot	(7)	Plot structure
Plot	(8)	

ORAL COMMUNICATION (Yellow Pages)

Dramatics, page 271

Dr.	(12)	

Skills and concepts continued - Level 10

Listening, page 272

Li. (22)

Speaking, page 273

Sp. (38)
Sp. (39)
Inter. (8) Interviewing

WRITTEN COMMUNICATION (Blue Pages)

Creative Writing, page 275 - 276

C.W. (52)
C.W. (53)
C.W. (54)
C.W. (55)
C.W. (56)
C.W. (57)
C.W. (58)
C.W. (59)
C.W. (60)
C.W. (61)

Expository Writing, page 277

Exp. (18)
Exp. (19)
Exp. (20)
Exp. (21)

Mechanics, page 278 - 280

Me. (52)
Me. (53)
Me. (54)
Me. (55)
Me. (56)
Me. (57)
Me. (58)
Me. (59)
Me. (60)
Me. (61)
Me. (62)
Me. (63)
Me. (64)
Me. (65)
Me. (66)
Me. (67)
Me. (68)
Me. (69)

Handwriting, page 281

Ha. (22)

Skills and concepts continued - Level 10

Spelling, page 282

Sp. (32)
Sp. (33)
Sp. (34)
Sp. (35)
Sp. (36)

Appendix, pages A - P

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
History and Science of the Language		
10 H.S.(29)	Given a pattern for a relative transformation, the student will transform a pair of sentences to one which is complex and uses a relative pronoun.	a. My cousin teaches a craft. b. The craft is called ceramics. c. The craft <u>which my cousin</u> teaches is called ceramics.
10 H.S.(30)	Using present and past participial forms of verbs, the student will write sentences showing a variety of structures.	a. A spider was lurking near its web. b. A spider waited for its dinner. c. A spider <u>lurking near its web</u> was waiting for its dinner.
10 H.S.(31)	Using the infinitive clause, the student will write sentences showing a variety of structures.	a. The bus came. b. She was in a hurry. c. She was in a hurry <u>for the bus to come</u>.
10 H.S.(32)	Using the included clauses, the student will write sentences showing a variety of structures.	a. People could travel so far. b. NP was amazing. c. * <u>That people could travel so far</u> was amazing. * include clause

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Using the Dictionary		
10 Dic. (25)	Using a biographical dictionary, the student will become familiar with this source of information.	Using the guide words Errett - - Ettwein, find the names for the following people: 1. pioneer American organ manufacturer _____ 2. president of E. Tenn. College 1834 - 1850 _____ 3. bookseller _____ 4. user of telegraphic bulletins for weather forecasting _____
10 Dic. (26)	Given two guide words in a dictionary, the student will write only those words from a given list that fit between the guide words in alphabetical order.	Using necessitate ------- negligence as guide words write the words from this list that fit between the guide words: negative, needs, necessity, nectaring, negarious, neckerchief, neighbor, negligent

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Main Idea 10 M.I. (15)	After reading part of a selection, the student will suggest a possible outcome.	See: "Why Was The Antique Doll Destroyed." p. 77 Language and How to Use It.
Topic Sentence 10 Top. (5)	Given a selection to read, the student will underline the topic sentence in each paragraph.	
Outline or Chart Form 10 Ou. (7)	Given a group of related topics, the student will organize these topics in sentence or topic outline form.	I. Main topic or Sentence A. Sub-topic or Sentence 1. Detail a. Sub-detail
Using Multiple Sources 10 M.S. (5)	Given a topic to research, the student will read from several sources, take notes and organize these notes into full outline form.	To correlate with social studies, give the students a choice of topics from which to write a mini-history. (Costumes since 1776.)

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Perceiving Relationships		
10 P.R. (32)	Given a selection to read, the student will demonstrate his ability to generalize from what is read by writing or participating in discussion.	In discussion or writing, a student may compare fictional personalities, motives, actions with factual situations.
10 P.R. (33)	Given a selection to read, the student will draw logical conclusions orally or in writing from what has been read.	
10 P.R. (34)	Given a selection to read, the student will show his recognition of antecedents by writing or discussing them.	
10 P.R. (35)	Given a literary selection to read, the student will show recognition of inferred and implied meanings by participating in discussion about the selection.	See: Open Highways Skillbook P. 16 In guidebook for Challenges P. 99
Evaluation of Diffcrent Viewpoints		
10 Ev. (10)	Given an historical novel and an historical text, on the same period, the student will compare the content of the two sources by listing their similarities and differences.	Using the regular social studies text and any paper back such as Across Five Aprils, The Red Badge of Slavery, Light in the Forest, Up From Slavery, the student can compare factual and fictional information. This also makes a good research paper.
10 Ev. (11)	Given a literary selection to read, the student will evaluate the motives and actions of the characters in light of experience and verity.	"Ladder to the Sky" Challenges - P. 38-53 See Guidebook also. "The Bride Comes to Yellow Sky" Counterpoint. See teacher's Resource book P. 146

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
10 Ev. (12)	Given different accounts of the same subject or event from two authors, the student will write the proper author's name after each of several sentences representing a mixture of the opinions of both authors.	Use two different newspapers or news magazines.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Sequence 10 Se. (25)	Given clues in a mystery story, the student will organize them in chronological order to solve the mystery.	Language and How to Use It, Book 8 P. 112 - 113

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Figurative Language		
10 F.L. (12)	Using a literary selection, the student will recognize meaning of figurative language and share the recognition in some way.	See contents in, Guidebook for Challenges, Guidebook for Open Highways, Teacher's Resource Books for Counterpoint, for suggestions.
Plot Structure		
10 Plot. (7)	Given [illegible]lection, the student [illegible] distinguish in wri[illegible]g or orally, the po[illegible]. of view used by the au[illegible]nor and emotion laden words.	At the present time it might be good to use the news magazines, tape recordings of speeches or newspapers to achieve this goal.
10 Plot. (8)	Given literary selections to read, the student will discover the methods of characterization used by the author and participate in a discussion of these methods.	See, Counterpoint, pages 537 and 538

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Dramatics 10 Dr. (12)	Given several plays to read, the student will participate in an oral presentation of a play.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Listening 10 Li. (22)	Given a taped radio or TV newscast or speech, the student will discuss the loaded words, exaggerations, statements of opinion or statements of prediction presented as a fact.	Tape any TV or radio news, covering political speeches or advertising, and replay to listen for the items mentioned in the goal. Or for fun, tape some school conversations to watch for exaggerations or loaded words.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Speaking		
10 Sp. (38)	Given rules for formal debating, the student will participate in the presentation of a debate.	See, Language and How To Use It, Book 8, pages 287-293
10 Sp. (39)	Given sample discussion techniques, the student will participate in a class discussion.	Language and How To Use It, book 8, has discussion responsibilities set for chairmen and participants.
Interviewing		
10 Inter. (8)	Given the opportunity to contact people in the school and neighborhood, the student will interview people about their jobs, return to class and give a report and evaluate the interview.	School newspaper is a good place for this, and for Consumer Education this works well for the job survey.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Creative Writing		
10 C.W. (52)	Given samples of poetry that have been introduced thus far, the student will analyze the pattern and create original samples of the pattern.	
10 C.W. (53)	Given a series of literary selections, the student will determine the use of sensory images and write descriptive paragraphs using sensory words.	Samples may be found in the Guidebook for Challenges, page 116 and in the Skillbook for Open Highways, pages 82-83.
10 C.W. (54)	Using figurative language, the student will write descriptive paragraphs.	See the Resource book that accompanies Counterpoint.
10 C.W. (55)	Given an explanation of humorous poetry, the student will write the meaning of the homographs.	See pages 62-63 of Language and How To Use It.
10 C.W. (56)	After viewing pictures for inspiration, the student will write compositions.	
10 C.W. (57)	Given an imaginary summary lead, or news story, the student will write an imaginary story.	See pages 18-19 in Language and How To Use It, for news story form. Have students exchange papers for proof reading for corrections in mechanics.
10 C.W. (58)	After hearing a musical selection, the student will write a creative composition.	It is surprising how well it works to play a symphonic record or any record without lyrics, and let the students listen for 10 minutes without doing any writing, then write for 20 minutes, then proof read.
10 C.W. (59)	After reading samples of parodies in prose or poetry, the student will write a parody.	

CREATIVE WRITING

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
10 C.W. (60)	After viewing a film for inspiration, the student will write a creative composition.	Films have been ordered just for this purpose. You may try from the following: Junkyard, Little Blue Apron, The Fence, A Creation, The Artist at Work, Conformity, Rock in the Road, What's In A Play.
10 C.W. (61)	Given an unfinished story with a problem to solve, the student will write an ending to the story solving the problem.	Try one of the following stories from Language and How To Use It: "The Haunted Spacesuit" and "The Three Marked Pennies".

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Expository Writing		
10 Exp. (18)	Given a topic sentence that takes a stand, the student will develop a paragraph telling the obverse of the topic sentence.	As a sample topic sentence: The Watergate investigation was proof that the democratic system of government is the best form of government.
10 Exp. (19)	Given a topic on which an opinion can be stated, the student will write his opinion and support his opinion in composition form.	As a debatable subject for this paragraph: All students in school should have to dress in accord with a standard dress code.
10 Exp. (20)	Given several paragraphs with comparative ideas, the student will note methods of comparison and write paragraphs that make comparisons.	Using comparisons in alternating sentences or paragraphs the student may achieve variety. See Language and How To Use It, Book 8, pages 114-119
10 Exp. (21)	Given a research topic, the student will complete the project correlating it with another subject discipline.	While students are studying the Colonial Era in social studies, they may write a research paper concerning life in that era.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Mechanics		
10 Me. (52)	Given a review form for personal and business letters, the student will write samples of each.	To use the correct forms and to expedite this situation, pen pals or letters to relatives actually mailed from school may be helpful.
10 Me. (53)	Given a writing assignment, the students will vary the length and pattern of his sentences.	
10 Me. (54)	Given a writing assignment, the student will change the syntax to achieve variety in writing.	Using a formerly written composition, the student will change the syntax of his sentences for variety.
10 Me. (55)	After reading formal definitions, the student will compose a definition paragraph.	See p. 274-277 in Language and How To Use It.
10 Me. (56)	Given a topic sentence and some unfamiliar words, the student will familiarize himself with the words and use some of them to develop the topic sentence into a paragraph.	Vocabulary could be selected from science or social studies texts in order to accomplish this goal.
10 Me. (57)	Given a topic sentence, the student will write paragraphs putting the topic sentences in various positions.	See Language and How To Use It, pages 220-223, 214, 219, 274-275
10 Me. (58)	Given samples of connective words or phrases, the student will write a composition	Use comparison to develop a paragraph with an exphasis on likeness and use connective words or phrases such as: both, also, in addition, similarly, or to emphasize differences, the one, the other, also, in contrast, on the other hand...
10 Me. (59)	Given instruction in unifying a paragraph such as unity through relationships, the student will write a paragraph.	Topic sentences using time, cause and effect, space, place, sequence or analogous relationships could be used to help the student to unify the thoughts in a paragraph.

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CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
10 Me. (60)	Using factual information, the student will write a paragraph using chronological order of events.	Using an event in history or science or some local event, the student will recapitulate the events in chronological order.
10 Me. (61)	After reviewing the structure of similes and metaphors, the student will write paragraphs using simile and metaphor.	
10 Me. (62)	Given the structure of a news story (who, what, when, where) the student will write a composition using the main points.	This extends the summary lead to a full composition so that each of the main points given in the summary lead can be extended in succeeding paragraphs.
10 Me. (63)	Given a paragraph in which spelling or punctuation errors can be found, the student will rewrite the paragraph correcting the errors.	A suggestion has been made to have a proof reading pool where a student having compiled the writing of a composition may put it in the pool to be proof read by another student checking for handwriting, spelling, punctuation, and construction. The teacher may require rewrites or handle it to her satisfaction.
10 Me. (64)	Given examples of poor writing, the student will delete the vague modifiers, redundancies, and unnecessary or pointless information and create a new paragraph.	
10 Me. (65)	Using infinitives, participles, and gerunds, the student will write sentences showing the variety of patterns.	
10 Me. (66)	Using various kinds of pronouns and noun phrases, the student will construct original sentences.	Personal, relative and demonstrative pronouns are explained for the student on pages 229-234 in Language and How To Use It.

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
10 Me. (67)	Given a paragraph with fragment and run-on sentences, the student will rewrite the paragraph correcting the faulty construction.	Possibly use a recording of Lily Tomlin and if it is not available commerically, a teacher could make a tape.
10 Me. (68)	Being given general punctuation rules for review, the student will write all kinds of sentences from dictation.	See pages 380-384 for rules.
10 Me. (69)	Given samples of paragraphs that reason, the student will write an original one.	See pages 278-279 Language and How To Use It

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Handwriting 10 Ha. (22)	Having improperly formed a letter in handwriting, in content area, the student will agree with the teacher on a correction contract.	

CONCEPT	OBJECTIVE	SAMPLE ACTIVITY
Spelling		
10 Spell. (32)	Given a list of frequently used words, the student will study and spell correctly when tested.	
10 Spell. (33)	Having misspelled a word from a previous word list in his daily work, the student will add it to his current list.	
10 Spell. (34)	Given a paragraph from dictation, the student will write it, spelling and punctuating correctly.	
10 Spell. (35)	Given the need for spelling an extra or unusual word, in creative writing or other subject areas, the student will either look the word up or seek help from the teacher and add it to his current list.	
10 Spell. (36)	Given a list of frequently used words, the student will write them correctly in daily work.	

APPENDIX

CREATIVE DRAMA PROGRESSIONS

1) Pantomime before dialogue.

2) Work in seats, standing, moving through space.

3) All up working alone, pairs, small groups.

4) As selves before characterization.

5) Familiar before unfamiliar.

6) All given one dicision to make, gradually increasing number of decisions.

7) Brief playing time, gradually increasing time to sustain.

8) Positive feedback by teacher to support, reinforce, and develop standards; positive/constructive evaluation by students.

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A

PROBLEM SERIES (1)

1) Problem is given. Simultaneous playing alone in seats in pantomime as selves.

You have been working with Elmer's Glue. It has dried on your hands and clothes. Try to pick it off.

2) Problem is given. All up playing alone in pantomime as selves.

You are in a rush to change clothes because you are already late for a party. Unfortunately, as you go to take off your dress, the back zipper jams.

3) Problem is given. Simultaneous playing in pantomime, alone, as a generalized character.

You are a member of a Bomb Squad. You've been told that a bomb has been planted in a certain office in the Prudential Building. It's likely to go off any time. A great many lives are at stake. It is up to you to find the bomb and then to deactivate it.

4) Problem is given. Working in pairs as generalized characters. Simultaneous playing with dialogue if desired.

You are movers. You have to get a sofa into the house but it's too big to go through the door. Work together.

5) Establish own problem in same pairs. Simultaneous playing with dialogue then spotlight a pair at a time.

You are in a grocery store. One of you has a problem. The other must help to solve it. Decide who you are and what the problem is going to be. How do you solve it?

Evaluation: What was the problem and how did they solve it?

6) Establish own problem as a group of 4 or 5. Play one group at a time.

Your problem must involve getting rid of something -- it can be an object, an animal, anything except a person. You must decide who you are, what you're going to get rid of, and how.

Evaluation: What was it they had to get rid of and how did they solve it?

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MORE THAN 50 WAYS OF MAKING CREATIVE BOOK REPORTS

Carol Arnold, University of Wyoming Laboratory School

This compilation of suggestions for book reports is arranged in approximate order of difficulty. Those suggestions occurring at the beginning of the list are appropriate at the primary level, while those at the end are intended for superior high school students. Many of these suggestions, can, and should, be modified and can be used by elementary and secondary pupils.

1. Modeling clay; depict a scene or characters from a book.
2. Making posters about a book: paint, crayons, chalk, paper sculptures, ink, cut-out pictures or real materials.
3. Producing a movie of a book: Make a series of pictures on a long roll of paper; or use pictures with a flip book technique.
4. Creating a series of original illustrations for a story using any medium desired.
5. Using a flannel board. One child tells the story while another manipulates characters on the flannel board.
6. Dressing dolls to depict characters from a book.
7. Telling a story to musical accompaniment.
8. Making sand table scenes or diorama.
9. Drawing a moral from the book.
10. Marking beautiful passages of description for oral reading.
11. Dramatizing a story: several children may read the same story and can work together.
12. Describing orally or in writing an interesting character in a book to make other children want to get acquainted with such a person in the book.
13. Constructing a miniature stage, pipe cleaner dolls.
14. Writing or telling the most humorous incident, the most exciting happening, the most interesting event, part liked best, or saddest part.
15. Writing a letter to a friend advising him to read the book.
16. Using information in a book to make a scrapbook about the subject.
17. Writing a simple book review. A school newspaper gives a real purpose for using the language arts.
18. Pairing: students paired for a conversation about a book both have read.
19. Relating a significant incident or anecdote: each student is a speaker on a TV program about good books.
20. Comparing two books on the same subject. Two books on different subjects, or two books by the same author.
21. Making lists of new, unusual or interesting words or expressions.
22. Sharing books about how to make or do things by having the readers give oral or written directions or demonstrations.
23. Writing one's own story from a book title, then, after having read the book, show the class the difference in the two plots.
24. Reporting on a travel book; illustrate lecture using postcards, magazine pictures.
25. Writing a series of questions which they think other readers should be able to answer after reading the book.
26. Giving a sales talk; the student represents himself as a salesman endeavoring to sell the book to the class.
27. Holding a round-table discussion under a student chairman: four or five students read the same book and discuss it.

28. Producing a puppet show with various types of puppets.
29. Giving a chalk talk -- cartooning technique.
30. Acting out a pantomine and encouraging the audience to guess what the story is about.
31. Making a critical analysis of a book -- likes and dislikes.
32. Sharing books of poetry:

    A. Choral reading
    B. Writing a composite poem
    C. Dramatizing poetry
    D. Collecting pictures to illustrate verses
    E. Setting a verse to music
    F. Accompanying poetry with various rhythmic activities
    G. Adding original stanzas to a poem helps the children understand poetry construction and encourages them to write

33. Reporting a historical book: Making a large pictorial time line or map.
34. Being a reporter at the scene: while it's happening, a crucial scene is described on the spot by a TV reporter.
35. Decorating a book jacket and writing advertisement.
36. Writing a movie script for a good action story is an experience which helps children arrange events in sequence.
37. Making an analysis by a man of the future. In a time capsule or in the ruins on the planet earth, some man of the future finds the book and writes a paper on what it reveals of life of the earlier time.
38. Holding an interview: a character in the book is interviewed by a reporter or by TV interviewer. Other possibilities: a psychologist or psychiatrist talks to a character who has psychological difficulties. A lawyer talks to a character who had legal difficulties.
39. Holding ceremonies for recognition day: Each student who has read a biography of a deserving person comes forward to make a presentation speech awarding a mdeal or citation.
40. Taking the role of the major character and in a process of "thinking out loud" talks about the critical situation or problems he is facing at the high point of the story.
41. Writing an analysis from a specific standpoint: "A greater understanding of the problems people have to face and solve has come to me from the book....."
42. Making a movie trailer or preview of coming attractions: Each student clips magazine or newspaper pictures or sketches of his own showing scenes similar to those of significant actions in the book.
43. Writing a letter in the role of a book character. The hero of Lost Horizon writes a letter about his final return to Shangri-la.
44. Writing or telling different endings to the story, keeping the characters and situation in true form.
45. Writing a magazine ad for a book.
46. Holding an imaginary interview with an author or character in a book. One student can ask the questions of another who pretends to be the author or character.
47. Writing the diary of a major character. At least three crucial days in the life of the character are dealt with.
48. Giving a group performance, in the style of "This is Your Life".

49. Having author meet the critics. Thus, Charles Dickens may defend his Tale of Two Cities against two critics as they ask: "Why didn't you save Carton by some plot twist so the book could have a happy ending?"
50. Writing a scene or chapter from a book as seen through the eyes of a character in the book.
51. Putting a major character on trial. The charge should preferably be one of acting unethically, unfairly, or even unwisely, rather than breaking the law.

MAGIC CIRCLE

Magic Circle is a kind of a discussion group. Topics can be any topic suggested by students or the teacher. As problems come up and as students develop a sense of trust in the circle group, students will want to know how others feel about concerns they have. Start with positive topics. Have no more than 15 in the discussion circle. An inner and an outer circle works best. The inner group talks in turn about topic. Outer group listens in order to remember later.

The leader mirrors, or gives back, to each student the gist of what the student has just said. The leader is careful to check out the accuracy of his mirroring.

After each member of the inner circle has contributed and been mirrored, the leader asks for volunteers from the outer circle to remember what someone in the inner circle has said. Try to get all remembered.

Magic Circle can be used as a sharing and listening acitivity but it can be much more. Getting the Teacher's Guide for "Methods In Human Development " from our Gifted Library, you will have additional helps. The skills developed are: awareness of self, self-confindence, interpersonal understanding, sensitivity to others, effectiveness and tolerance.

Some sample topics are listed on the following pages.

1. How I controlled somebody.
2. Somebody got me to do something for them.
3. A time I thought I would really get in trouble, but I didn't.
4. Something I used to believe that I don't believe anymore.
5. I broke up with a friend and then got back together.
6. Something I can't stand in other people.
7. Something I like about another person.
8. My pet peeve.....
9. A time when I was disappointed.
10. My favorite place.
11. My favorite person.
12. If I come back to life again, how I would change.
13. A fantasy I enjoy.
14. A thought that keeps coming back to me.
15. What I do when I get angry.
16. What I do when I'm really happy.
17. My feelings about school.
18. My feelings about commercials on T.V.
19. My favorite things to eat - see - hear - smell.
20. Something I've never done that I think everyone else has done.
21. A realistic dream I had.
22. Something I know about a dream.
23. Somebody who accepts me.
24. How I tell people I like them.

25. A time when I was scared and it was fun.

26. What if.....

27. What happened recently that made you angry.

28. Something I want to do, that I keep putting off.

29. Somebody I know who has it more together than me.

30. Somebody who is less together than me.

31. What turns me on and off.

32. What I resent.

33. If I were game...

34. I always used to be------, but now I'm-------.

35. Someone in this class who has made me feel good and how.

36. I see you in five years.

37. The funniest show on television.

38. The game I play best is.....

39. One way I'm different from everybody in this room.

40. One thing I could teach another person.

41. How I put off doing my homework.

42. The worst thing that ever happened to me.

43. The best thing that ever happened to me.

44. A time I really felt put down.

45. A time I put someone down and he had it coming.

46. The most beautiful thing that happened to me this week.

47. The most significant thing I have ever learned.

48. I wonder statement.....

49. Three words I want other people to say about me.

50. If I could take any kind of pill, what pill would it be.

51. My favorite song.

52. A time when I was sure of myself.

53. The best fun I ever had with my parents.

54. A time I had to choose between two things.

55. How I feel when people tell me what to do.

56. The time I wouldn't give in.

57. Something I don't understand about the way I act.

58. Things I like about being a boy/girl.

59. Somebody who used to pick on me.

60. Somebody I pick on or used to pick on.

61. A time I said something but didn't mean it.

62. A time I didn't say something and I should have.

63. I said the right thing at the wrong time.

64. Something I appreciate about another person.

THESE TOPICS ARE APPROPRIATE DISCUSSION TOPICS FOR MIDDLE SCHOOL STUDENTS. THEY ARE BASED ON THE 14 BASIC PRINCIPLES OF HUMAN NATURE.

1. A time when I discovered I could do something I didn't think I could do.
2. An ability I have that most people don't know about.
3. A strength I have that I don't use much.
4. A time I surprised myself by doing something I didn't know I could do.
5. A goal that I would like to accomplish.
6. What I want to be doing in five years.
7. If I could change myself into what I want to be I'd be a.....
8. A goal I used to have, but don't have anymore.
9. Something I can do that I couldn't do one year ago, (one month, one week).
10. Three ways I have changed since last year. Last summer, last week.
11. An ability I don't have, that I'd like to have.
12. My favorite group of people.
13. A time I was the leader of a group.
14. A time I was the follower of a group.
15. A time when I felt depressed.
16. A time when I was able to stay in the here and now.
17. The here and now game: object is to make statements that avoid going back or looking ahead.
18. A time when I was able to control my temper.
19. I wanted to get mad, but I didn't.

I. What is the "coolest" thing that has happened to you in the last week, over the weekend, yesterday? What is the coolest thing you did?"

II. Suppose that you have a magic box; it can be any size or any shape. In it can be anything you want that would make you happy. What would be in your box that would make you extremely happy?

III. Suppose that a doctor had just told you that you only had one year left to live. What would you do differently? How would you change your life? (This could be used in conjunction with goal setting; i.e. "What's stopping you from doing some of those things now? Let's set a goal to achieve some of those things."

IV. Share with the group an experience in which you made someone happy... in which someone made you happy.

V. The following problems, needs, opportunities for creative problem solving can be used for additional sharing topics*:

1. What would you like to do, have, accomplish?
2. What do you wish would happen?
3. What would you like to do better?
4. What do you wish you had more time or money for?
5. What more would you like to get out of life?

ADDITIONAL SHARING TOPICS

6. What are your unfilled ambitions?
7. What angered you recently?
8. What makes you tense, anxious?
9. What have you complained about?
10. What misunderstandings did you have?
11. With whom would you like to get along better?
12. What changes for the worse do you sense in attitudes of others?
13. What would you like to get others to do?
14. What changes will you have to introduce?
15. What takes too long?
16. What is wasted?
17. What is too complicated?
18. What "bottlenecks" exist?
19. In what ways are you inefficient?
20. What wears you out?
21. What would you like to organize better

* Dr. Parnes, SRS Creative Problem-Solving, Sept. 1966

I WANT TO BE LIKE_____

GROUP SIZE: Any, 4 - 8

TIME REQUIRED: Open

PHYSICAL SETTING: Classroom

PROCESS:

I. Leader asks students to list five persons whom they admire (fictional/non-fictional.)

II. The student will then give a brief discussion about the "admired" person.
"What qualities does that person possess?"
"Why do I admire him/her?"

III. The students will then compare themselves to the person that they have chosen to emulate.
"What would I have to do to become that person?"
"Which of my positive traits (attributes) would I give him/her in return?"

NOTE TO LEADER:

Follow-up should include helping the student set "legitimate" and "attainable" goals for achieving these desired changes. Ask them to share their goals with the class.

This exercise is based on the concept of "trying-on" new behaviors - acting in a new or alternative way. It is also an excellent exercise in value inquiry - what do I value in this person?

SOURCE: Jack T. Canfield

THE SHARING EXPERIENCE

Caterpillar: "...and who are you?"

Alice: "I...I hardly know, Sir, just at present - at least I know who I was when I got up this morning, but I think I must have changed several times since than."

Alice in Wonderland

Before you relate experiences which have molded your life, jot down key phrases or words suggesting those events which you want to tell.

Experiences changing my life:

A couple of meaningful turning points:

My Happiest moment:

What turns me on:

When I get on my soap box, I talk about:

The message of the telegram:

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THE CRYSTAL BALL

GROUP SIZE: Any

TIME REQUIRED: Open

MATERIALS NEEDED: Glass ball or some reasonable facsimile

PHYSICAL SETTING: Classroom

PROCESS:

I. Have the students form a circle. Place a crystal ball or a reasonable facsimile in the middle.

II. Inform the students that they will have one question to ask the crystal ball and it can be any question they wish to ask concerning their futures. "Think carefully. You have only one question. Make it a good one." Wait a few minutes and then say "Whenever you are ready, you may approach the crystal ball and ask your question. Only one person at a time and loud enough for the group to hear."

III. Have one student act as a recorder and record all the responses.

IV. When the students are finished give them a card and ask them to think about whether there was any question they would have asked if they were alone but hesitated asking in the group. Have them write these questions or the word "none", if there were none and to hand you the card without their names. (Option: Have students make "I learned..." statements at the end of the exercise.)

V. First examine the original questions and try to delineate the students' major concerns. What are the major categories? What are their major fears?

Secondly, examine the cards to see what concerns were not shared and add these to the original list.

Finally get some idea of the trust level of the class by seeing how many of the total group did hold back because it was a group situation.

NOTE TO THE LEADER:

Students often find it difficult to ask a really personal question in the large group. The use of the cards provides some data as to whether questions were held back.

If some obvious avoidance-type questions are asked you might repeat the original instructions and urge students to consider what they would really ask in a situation like this.

SOURCE: Carlie Lyster

IF I WERE ...

GROUP SIZE: Any, K-8

TIME REQUIRED: Open

MATERIALS NEEDED: If I Were ... (Student Forms section)

PHYSICAL SETTING: Classroom

PROCESS:

Working in groups of three (Sec Dyads, Triads and Other Groupings in Teacher's Resource bank) have students discuss their responses and write and/or draw in each box what they would be if they were to be an actress, athlete, car, etc. Suggest that their choices may be closely linked to their own type of personality. Ask them to share their reasons for their particular choice with their partners.

"If I were an athlete, I'd be a baseball player, so I could join the majors, like Willie Mays."

"If I were an athlete, I'd be an ice skater, like Peggy Ann Fleming, so I could win Olympic awards and travel around the country."

Use the above examples to illustrate what you mean by reasons: Younger children know what they want to be, but not why. This is part of making a choice -- why this one over that? (This lays groundwork for future decision making.)

~~285~~

I ALWAYS USED TO BE --- BUT NOW I'M ---

GROUP SIZE: Any, Early elementary

TIME REQUIRED: Open

MATERIALS NEEDED: None

PHYSICAL SETTING: Classroom, circle

PROCESS:

I. Teacher says, "Can you think of something you used to be or do that has changed? Share it if you wish saying, "I always used to be ... but now I am ...' ."

II. If a child responds, "I always used to be ... but now I'm not" teacher should ask, "but now you are not what?"

NOTE TO THE LEADER:

Wording seems important here. "I used to be" will get a different kind of response than "I always used to be..." Examples:

I always used to be_____ but now I'm _____
I always used to be little but now I'm big
I always used to be worried about stealing but now I'm not
I always used to be shy but now I'm not shy
I always used to be nothing but now I'm something
I always used to be awful in penmanship but now I'm good
I always used to be scared in an aiplane but now I'm not
I always used to be scared climbing a tree but now I'm scared
I always used to be afraid to step on a sewer but now I'm not